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ABSTRACT

This directory on Iowa alternative programs for potential and actual dropouts begins with a brief summary of the state's dropout problem accompanied by nine references. Descriptions of some of the special programs and schools precede the full text of state legislation for funding and administering dropout programs. The next section, in outline form, presents the advantages and disadvantages of the following dropout prevention and alternative program approaches: tutoring, counseling/advising, advisement, work-related activities, and alternative classes. Important questions that need to be asked throughout the needs assessment and program planning process are listed. A series of statements called "Ideas for Success and Failure," based on input from 20 national leaders in the field, offers further advice about dropout programs. Three reprinted education journal articles address the following topics: (1) a summary of research on school program effectiveness; (2) a study of 13 schools in 4 states that shows alternative schools come closer to satisfying student needs than do conventional schools; and (3) predictions for alternative schools in this decade. Thirty pages of the directory are devoted to a reprint of "The Current Status of Schools of Choice in Public Secondary Education," by Mary Ann Raywid (1982). This study analyzes the responses to a 31-question survey from 1,200 of the 2,500 identified public alternative secondary schools. The questionnaire is reproduced with replies entered as percentages. The directory concludes by listing Iowa alternative schools followed by operational information for each program. (MLF)

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ALTERNATIVE SCHOOLS AND PROGRAMS

IOWA

"REACHING OUT TO HELP PEOPLE"

1985-86 STATE DIRECTORY

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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INTRODUCTION

June, 1985

This Directory was compiled from information submitted to the Special Needs Section, Department of Public Instruction by persons involved in alternative education programs and schools within Iowa. As well, information was obtained from sources outside the State and is documented within the publication.

The Directory was developed in response to the many requests received within the Department of Public Instruction for information on alternative programs for potential dropouts and dropouts. The content is not meant to be comprehensive enough to cover all questions and concerns about alternative education. Consultative assistance can be obtained via contacting persons in existing alternative programs or the Special Needs Section.

An Association has been developed within Iowa by persons interested and/or involved in alternative education. The name of the Association is the "Iowa Association of Alternative Schools". For more information on the Association and its services contact:

Mr. James Carnahan, President
Iowa Association of Alternative
Schools (IAAS)
Des Moines Alternative High School
1000 S.W. Porter
Des Moines, Iowa 50315
(Ph. 515/437-4370)

Persons involved in the IAAS have made significant contributions to the development of this Directory. Expressed appreciation is hereby given to those persons and the Association they represent.

Your comments and suggestions regarding the Directory are welcome. Direct your inquiries to:

Special Needs Section
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319-0146
(Ph. 515/281-3686)

Dr. Raymond E. Morley, Consultant
Special Needs Section

DROPOUTS

SCOPE OF THE PROBLEM

Population data:

Iowa secondary schools continue to lose over 6,000 students annually. The range of dropout counts reflects the variability being experienced on a statewide basis. It is very apparent that some districts have more difficulty retaining students than others. Explanations for the variability are complex and involve economical, cultural, and psychological factors. As well, the reasons why students leave school are complex. The factors vary from locality to locality and from student to student. Dropout counts by district as reported by the districts to the State Department of Public Instruction are available through the Guidance Division, Department of Public Instruction. For a detailed breakdown of dropout statistics in Iowa refer to "Iowa Guidance Surveys - The Dropout F.Y. 1984". (3)

Reasons for leaving school:

Research indicates that students primarily leave school because they personally dislike their experience with school. They feel that they have been "excluded" from the classroom via school and societal policies and practices and have developed a personal dislike accordingly. Usually a student drops out over an extended period of time with the "psychological" dropping out happening long before the "physical" dropping out occurs. Many dropouts feel that the school has failed to reach them, therefore, their behavior of dropping out provides other means of self-satisfaction. In many cases they feel superior to the school situation and self-realization can only come through other means away from the school! (6)

Potential dropouts can be identified at the elementary and secondary level, but reaching the potential dropout student must be a continuing process at both levels if dropping out is to be prevented. As students progress through school their situation changes and new problems emerge that can produce failure. In one research study the majority of dropouts believed that no one could have prevented them from leaving the school that they disliked. All were 16 and above and absenteeism and truancy had become common behaviors and dropping out was easier than remaining in school. (2)

Some indicators of potential dropouts at the secondary level include:

a) absenteeism/truancy/frequent tardiness

b) poor grades; failure in one or more school subjects or grade levels

c) low math and reading scores (frequently two years or more behind in achievement

d) limited extracurricular participation/lack of identification with school/expressed feelings of not belonging

e) poor social adjustment; perhaps socially or emotionally disturbed

f) low self-concept to relate to authority figures

g) reluctant

h) lack future orientation

i) unable to tolerate present school structured activities (student wants structure, however)

j) fails to see relevance of education to life experiences (frequently expresses lack of understanding relevance)

k) gifted and talented students are frequently bored with school

Any one of these factors can contribute to the student's decision to drop out. However, strengths in any one of these areas can offset weaknesses in another and influence students to stay in school. Therefore, these indicators can be used as a base for developing strategies for dropout prevention or alternative programs.

Factors indicative of potential dropouts which are discernible at the elementary level include:

a) lack of basic skills; inability to read at appropriate grade level

b) low educational level of parents

c) siblings or parents have been dropouts

d) disruptive behavior and rebellious attitudes toward authority

e) excessively stressful home life

f) low level of self-esteem

g) absence of father from home

School teacher impact:

Since children's initial attitudes affect their classroom behavior and reaction to the teacher, the stage is set for patterns (positive or negative) of interaction between the teacher and the student. If the child experiences success (including a positive relationship with the teacher), he or she will probably have a more positive attitude toward education. Likewise, if the student is not able to experience success at school (including a negative relationship with the teacher) the chance for development of a more negative attitude toward education increases. These patterns are often carried through school, influencing one's entire learning experience and, eventually, one's decision to complete or leave school.

The heart of a school is the teacher. A teacher can create a place in which to learn, or the teacher can alienate the child from school. Students indicate that the most important characteristic of a teacher is that they care for students. The most powerful influence on students to stay in school is friendly attention. As well, a primary characteristic of successful alternative programs is a supportive atmosphere - caring and being concerned about the individual.

Cost to the taxpayer:

Failure to earn a high school diploma can hurt an individual at least six major ways:

a) ability to locate a job because opportunities are limited

b) possibility for advancement

c) income over a lifetime is expected to be lower

d) work satisfaction

e) achievement of an individual sense of worth and personal satisfaction

f) quality of life and tendency toward rigidity

Not all dropouts fail to make a good living. Many succeed vocationally and personally. It is quite possible for a dropout to be as satisfied, happy and productive as those who have completed more education; however, these dropouts tend to be people who have compensated by excelling in other areas.

No one can question that dropout prevention programs are an additional cost to the taxpayer, yet lack of such programs can cost the taxpayer even more over an extended period of time. It costs the taxpayer money to educate a child; however, it costs society more if our youth are undereducated.

A recent inquiry into 1982 statistics on income reported via income tax returns indicated that the average income of Iowa taxpayers was 13,547 dollars and the average taxpayer paid 426.44 dollars income tax. If all of the dropouts in 1984 were to not find work they would lose over 3 billion dollars in income over their lifetime and the state would lose over 98 million dollars in tax revenue. Considering it would cost 23 million dollars to educate these persons to high school completion, it may save the state approximately 65 million dollars in the future.

The welfare expenditure which could be attributed to inadequate education of our 1984 dropouts could cost the state 34,312,644 dollars per year considering each dropout was married and had one child. This must be considered in addition to the loss of tax dollars to the state mentioned above. Collectively, it could cost Iowa taxpayers much more if education for our dropouts is not provided now.

National studies indicate that the dropout is 6 to 10 times more likely to be involved in crime than the in-school student. A survey in Iowa indicates that 45 percent (1,254) of the state prison inmates have less than a twelveth grade education. Fifty-seven or 2 percent have less than a seventh grade education. In addition, the average juvenile offender is 2-4 years behind in academic achievement.

The cost of neglecting education is a compelling reason for increased investment in helping more youths complete high school. In the long run, dropout prevention activities and alternative programming for dropouts can realize a savings in Iowa.

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EXCELLENCE AND ALTERNATIVES: NO COMPROMISE IN IOWA PUBLIC SCHOOLS

The current concepts of school reform that have been highlighted in the news in Iowa revolve around curriculum change and increased requirements and raised standards. However, the concepts of improving education through diversity and options are still very much alive. Since the key to these concepts lies in providing different kinds of schools and programs to serve different kinds of youngsters and families, the excellence agenda gets divided in the pressure to form a single best system for everybody. Student and teacher choice, teacher/student relationships, instructional methods and activities, and student interest and ability are very distinct concerns of Iowans and they are not being totally forgotten with the push on curriculum and increased requirements.

Effective school studies emphasize the importance of social climate within schools, i.e., the support of the faculty, the need for success for students, patterns of student/teacher interaction, and student discipline and care. The developmental needs of children and youth as well as the cognitive needs are being stressed in research studies which lend support to the need for support services and alternatives and options which give students and parents choices in public school education. Iowa is no exception.

Current research on effective schools is being applied by Iowa's public educators as they move toward making Iowa's public schools the best in the nation. Many educators have quietly pursued school improvement via changing school climate to improve student choice of academic productivity and application of special abilities and talents. Recognized secondary schools by the Secondary School Recognition Program conducted by the Department of Education include: Welch and Central Jr. High, Ames; Ames High School, Ames; Southeast Jr. High, Iowa City; Keokuk Middle School, Keokuk; Indian Hills Jr. High, West Des Moines; Valley High School, West Des Moines; George Washington High School, Cedar Rapids; Pleasant Valley High School, Pleasant Valley; Franklin Jr. High, Cedar Rapids; and Gerald W. Kirn Jr. High, Council Bluffs.

Within Iowa, alternative schools and programs at the elementary and secondary level continue to gain ground within the movement for excellence. Special populations of gifted, creative and talented, dropouts, potential dropouts, disabled and those with similar preferences are being targeted for special support to achieve excellence. Special Iowa educational task forces have recommended diversity and options and special interest groups continue to ask for diversity and options in public education.

Special Programs and Schools

Programs for the gifted and talented have expanded steadily within Iowa since legislation was passed supporting local program development (Iowa Code - Chapter 442-31). The total programs known to be in existence equals 158 serving 5,700 students. More expansion and growth is expected since existing programs have expanded at approximately a 36% growth rate since 1980-81. The number of projected students served will reach 6,800 by 1986. This growth is not limited to large schools only. School districts with populations less than 600 make up 38% of all programming being financed via existing legislation. It is anticipated that more growth will occur.

The existing state directory of alternative schools and programs identifies forty-nine offering services to dropouts and potential dropouts. It is known that more do exist than are recorded in the directory. As well, the total expanded in 1984 due to new legislation (H.F. 562) enabling schools to better develop alternative schools, programs and support services for dropouts. The University High School in Burlington is an example of this expansion in new programs. More expansions are expected in the future since H.F. 562 was amended by S.F. 2168 enabling districts to better provide programs and support services for potential dropouts as well as dropouts.

Special programs and support services for the disabled are now supported by federal and state legislation. School districts have been given financial and resource assistance to provide for the special needs of students. Over 56,000 students are now being served in some capacity through special programs and/or support services. No decline is expected. In fact, more improvement in services is projected in the areas of preschool, career and vocational education, and behavioral disorders.

Special schools and programs for those who have "special preferences" are becoming more common in Iowa. Jointly sponsored career/vocational programs between local school districts and Area Schools are now in existence in 73 separate districts serving over 1,500 students. Different size school districts exercise this program option to diversify programming based on student occupational interests and preferences. Some large districts such as Davenport and Sioux City maintain vocational study centers designed to serve all levels of students and students with differing career aspirations. A few schools are beginning to use career planning as a base to help select courses for high school completion.

Some select districts are emphasing the visual and performing arts as a diversification for separate programming. For instance, students who have special talents and interests in vocal (ability to sing) and art (drawing) are being identified in the Shenandoah district for special programming at the fourth grade level. The Grundy Center district is emphasizing art for special programming for all elementary age and ability level students who have special talents and interests in the area. Likewise, the Grinnell-Newburg district is providing special programming for elementary and junior high students who have special interest and talent in art, music and physical education. The Des Moines Independent School District has established an elementary school (Edmunds Academy of Fine Arts) specially designed to provide basic skills with special emphasis in the fine arts (art, music, physical education and dance). Students attend school on an extended school day to accommodate special programming. Students of all ability levels attend the school and teachers who work there have special talents in the fine arts areas.

It is not known how extensive "special programming for special preferences" is in Iowa, but it could be the largest diversification area of all catering to student and parent choice in completing a public school education.

Special Study and Interest Groups

Statements on choice and the need to provide alternatives have surfaced in major reports of special task forces on education in Iowa. These statements have been drafted from fundamental beliefs held by many Iowans and confirm the idea that excellence can be achieved when alternatives are made a major working part of the delivery model.

The "Final Report of the Joint Committee on Instructional Development and Academic Articulation in Iowa" included the following recommendations:

> The Joint Committee believes that student choice is a particularly important factor in academic articulation, a factor that is often minimized or overlooked completely. Students should recognize their important responsibility for carefully making educational choices that will improve future educational and employment opportunities through the development of basic educational competencies. These choices must be exercised in partnership with families, schools, and other institutions.
>
> The Joint Committee recommends that special opportunities for the development of unusually able students be expanded by the joint efforts of colleges, secondary schools, and elementary schools. The development of human resources in Iowa should be enhanced not only by special programs but also by efforts tailored to the individual student.

The final report of the Excellence in Education Task Force "First in the Nation in Education" highlighted the need for schools in Iowa to be diverse and recognized all schools as having strengths. The report highly stressed "process" as the key to developing superior schooling. The following statements appeared in the report.

> ...Elementary and secondary students should be exposed to the practical and fine arts; they should explore career options; and they should have opportunities to use their education and training in applied (e.g., on-the-job) or simulated (e.g., in-the-school) settings...
>
> The Subcommittee recommends that state aid be provided to local school districts that choose to establish pre-kindergarten classes, transitional grades, remedial programs, talented and gifted programs, and dropout programs. This aid should be in addition to that allocated on a per pupil basis through the state funding formula. Incentives should be provided to encourage the sharing of such programs between local districts, local districts and merged area schools (community colleges), and local districts and area education agencies.
>
> The Subcommittee believes that parents have the right to choose an educational setting that they believe best meets the needs of their children...

Why Choice? Why Options?

When Iowa educators speak of education and educators, it cannot be assumed there is a common definition that applies to every situation, i.e., there is no overwhelming degree of homogeneity within education or between educators. There are common goals but even the goals differ when specifics begin to be debated. The distinct environment of schools in Iowa is made up of curriculum but, more importantly, persons--each with a distinct character and philosophy of teaching and learning. Because of these people, environments change dramatically from building to building and from classroom to classroom within buildings.

Different reasons for options of choice are being expressed by Iowans. They reflect differing needs and diversity of opinions.

- Options provide motivation to students to enjoy learning and do better.
- Teachers feel better and produce more when they are free to experiment, and they generate enthusiasm of students and other staff.
- Students need to apply learning. Application projects cause students to think for themselves and this process carries over into other learning situations.
- Students march to different drummers and need a different approach. Some need more rules; others need fewer rules than what is in place in the conventional school.
- Students need to express themselves through what they do best.
- The community is the school, not the building.
- Students have different security needs.
- Some students don't have the ability to compete with all others. Each student needs an environment where they can be successful while still learning to compete.
- The student comes first, instructional methods second, and curriculum third.
- Everybody needs a change of pace.
- Students need career development and academic development.

What About Curriculum?

If we had to identify for the general public how important curriculum was to student progress a diversity of opinion would emerge. Of course it is important, but how much difference does it make when put into a context with all other variables? This is the major question which leads Iowa educators to proposing the need for choice and alternatives and options. Research indicates that student and teacher variables such as student time-on-task, classroom participation, cooperative learning, feedback, reinforcement, home environment intervention, teacher expectancy, etc. have major effects on student progress with most having more impact on student progress than improved or increased curriculum requirements. These are the same variables that spurred caring educators into the alternative school movement in the early 60's. Interestingly enough one has to ask the question "Will alternatives and options become institutionalized enough to constitute what we call public school?" Is there really any other way?

IOWA LEGISLATION AND ADMINISTRATIVE RULES: SCHOOLS, PROGRAMS AND SUPPORT SERVICES FOR DROPOUTS AND DROPOUT PREVENTION

The Second Session of the 70th General Assembly made provisions for funding programs for returning dropouts and dropout prevention. This authorization is contained in Senate File 2168. A copy of this legislation is attached for your reference. Please note that this legislation amended House File 562 which provided for the development of programs for returning dropouts.

Applications for increased allowable growth under Senate File 2168 can be obtained by contacting the Guidance Services Section or Special Needs Section, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319-0146.

SENATE FILE 2168

AN ACT

RELATING TO PROGRAMS FOR RETURNING DROPOUTS AND DROPOUT PREVENTION BY A LOCAL SCHOOL DISTRICT

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. Section 442.51, Code Supplement 1983, is amended to read as follows:

442.51 PROGRAMS FOR RETURNING DROPOUTS AND DROPOUT PREVENTION. For the school year beginning July 1, 1984 and succeeding school years, boards of school districts, individually or jointly with boards of other school districts, requesting to use additional allowable growth for programs for returning dropouts and dropout prevention, may annually submit comprehensive program plans for the programs and budget costs, including requests for additional allowable growth for funding the programs, to the department of public instruction as provided in this chapter. In addition to the requirements for program plans listed in section 442.32, the program plans shall include:

1. A provision for dropout prevention and integration of dropouts into the educational program of the district.

2. A provision for identifying dropouts.

3. A program for returning dropouts.

Program plans shall identify the parts of the plan that will be implemented first upon approval of the application. If a district is requesting to use additional allowable growth to finance the program, it shall not identify more than five percent of its budget enrollment for the budget year as returning dropouts and potential dropouts.

Section 2. Section 442.52, Code Supplement 1983, is amended to read as follows:

442.52 DEFINITIONS.

1. "Returning dropouts" are resident pupils who have been enrolled in a public or nonpublic school in any of grades seven through twelve who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in public school in the district.

2. "Potential dropouts" are resident pupils who are enrolled in a public or nonpublic school in any of grades seven through twelve who demonstrate poor school adjustment and are expected to terminate school before graduation. Poor school adjustment is demonstrated by two or more of the following:

a. High rate of absenteeism, truancy, or frequent tardiness.

b. Limited or no extracurricular participation or lack of identification with school, including but not limited to, expressed feelings of not belonging.

c. Poor grades, including but not limited to, failing in one or more school subjects or grade levels.

d. Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level.

Section 3. Section 442.53, Code Supplement 1983, is amended to read as follows:

442.53 PLANS FOR RETURNING DROPOUTS AND DROPOUT PREVENTION. The board of directors of a school district requesting to use additional allowable growth for programs for returning dropouts and dropout prevention shall submit applications for approval for the programs to the department not later than November 1 preceding the fiscal year during which the program will be offered. The department shall review the program plans and shall prior to January 15 either grant approval for the program or return the request for approval with comments of the department included. An unapproved request for a program may be resubmitted with modifications to the department not later than February 1. Not later than February 15, the department shall notify the state comptroller and the school budget review committee of the names of the school districts for which programs using additional allowable growth for funding have been approved and the approved budget of each program listed separately for each school district having an approved program.

Section 4. Section 442.54, Code Supplement 1983, is amended to read as follows:

442.54 FUNDING FOR PROGRAMS FOR RETURNING DROPOUTS AND DROPOUT PREVENTION. The budget of an approved program for returning dropouts and dropout prevention for a school district, after subtracting funds received from other sources for that purpose, shall be funded annually on a basis of one-fourth or more from the district cost of the school district and up to three-fourths by an increase in allowable growth as defined in section 442.7. Annually, the state comptroller shall establish a modified allowable growth for each such district equal to the difference between the approved budget for the program for returning dropouts and dropout prevention for that district and the sum of the amount funded from the district cost of the school district plus funds received from other sources.

CHAPTER 58

SCHOOLS, PROGRAMS AND SUPPORT SERVICES FOR DROPOUTS AND DROPOUT PREVENTION

670—58.1(442) Scope and general principles.

58.1(1) SCOPE. These rules apply to the provision of separate schools, programs and support services for returning dropouts and dropout prevention strategies authorized in 1983 Iowa Acts, House File 562, Sections 44-47, and 1984 Iowa Acts, Senate File 2168.

58.1(2) GENERAL PRINCIPLES. Separate schools, programs and support services may be made available to eligible students by a school district, as a cooperative effort between school districts, and through cooperative arrangements between a school district and other educational agencies and related service providers. School districts can apply for increased allowable growth to serve returning dropout populations only if a concurrent plan of dropout prevention, which includes services for potential dropouts, is in effect or is part of a total plan. School districts can only apply for increased allowable growth for dropout prevention if a concurrent plan to serve returning dropouts is in effect or is a part of the total plan. Returning dropouts and potential dropouts are considered to be two distinct populations and shall be considered as such in the planning and implementation of programs. Separate schools, programs, and support services shall be implemented under timelines established by the school district.

670—58.2(442) Definitions. For the purpose of this chapter the following definitions apply.

58.2(1) OTHER EDUCATIONAL AGENCIES means all in-state as well as out-of-state public or private education agencies excluding public school districts.

58.2(2) OTHER SERVICE PROVIDERS means all public or private human service deliveries apart from education.

58.2(3) POTENTIAL DROPOUTS means resident pupils who are enrolled in a public or non-public school in any of grades seven through twelve who demonstrate poor school adjustment via high rate of absenteeism, truancy or frequent tardiness; no or limited extracurricular participation or lack of identification with school such as expressed feelings of not belonging; poor grades such as failing in one or more school subjects or grade levels; low achievement scores in reading or mathematics which reflect two years or more below grade level.

58.2(4) SEPARATE SCHOOL means an established environment apart from the regular school with policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive education consistent with the goals established by the school district. Students attend via choice.

58.2(5) PROGRAM means an established alternative class or environment within or apart from the regular school designed to accommodate specific student educational needs such as work-related training, reading, mathematics, science, communication, social skills, physical skills, employability skills, study skills, or life skills.

58.2(6) SUPPORT SERVICE means activities designed to help students complete a comprehensive education program within the regular school or separate school such as tutoring; counseling; advising; housing; child care; medical assistance; transportation; and diagnostics.

58.2(7) DEPARTMENT means the State Department of Public Instruction.

58.2(8) REGULAR SCHOOL means an established environment designed to provide a comprehensive education to the general populace and to which assignment of students is made more on the basis of geographical location than unique educational need.

58.2(9) WITHDRAW. To withdraw from school means to quit attending and participating in school activities and that a school official recognizes the withdrawal by recording the withdrawal date and reason for withdrawal.

58.2(10) DROPOUT means a pupil who has been in membership in a school in any of grades seven through twelve at any time during the twelve-month period from July 1 through the following June 30 who withdraws from such school for reason other than death or transfer to another school.

58.2(11) OUTREACH means seeking out dropouts or youth who have quit attending and participating in school activities to provide advice and encouragement and help organize needed services upon the approval of the person being contacted.

670—58.3(442) Development of a plan. For the purpose of seeking approval for increased allowable growth, on or before November 1 of each year a school district must submit plans to the department to provide separate schools, programs and support services or combinations thereof for the school year commencing the following July 1.

670—58.4(442) Program plan. The following items shall constitute a program plan which must be filed with the department to qualify for additional allowable growth to provide for separate schools, programs and support services for returning dropouts and for dropout prevention.

Content of the plan. The plan shall:

58.4(1) Identify need for the school, program or support services.

58.4(2) Identify objectives and expected student outcomes.

58.4(3) Explain support services if applicable.

58.4(4) Explain the evaluation procedure to be used in measuring program objectives and student outcomes.

58.4(5) Explain the roles and responsibilities of staff.

58.4(6) Specify provisions for the ongoing identification, assessment, evaluation, and placement of students.

58.4(7) Specify staff development plans and other activities designed to address dropout prevention in the traditional school.

58.4(8) Identify facilities and equipment to be used.

58.4(9) Describe cooperative arrangements with other agencies or service groups.

58.4(10) Include a budget based on forms provided by the department.

58.4(11) Specify provisions for an advisory council.

58.4(12) Describe the procedure for providing each student with a written personalilzed plan for completion of an education consistent with the goals and objectives of the local education agency and needs of the student.

670—58.5(442) Responsibilities of school districts.

58.5(1) ESTABLISHING NEED. An explanation shall be provided for why existing local programs and support sevices are not effective in reaching dropouts and potential dropouts. The explanation shall include but not be limited to:

(a) Dropout rate for school district.

(b) Numbers of students identified as needing a separate school, program or support service or combinations thereof. The means of identification shall be described such as tests, records, professional judgments, other. Other agency involvement in identification shall be specified.

(c) Staff-student ratios and relations in traditional school.

(d) Existing staff capabilities and training in addressing the needs of returning dropouts and potential dropouts.

(e) Involvement and achievement of students in the existing extracurricular activities.

(f) Existing services or activities within the school directed at reaching the target population.

(g) Existing agencies and support persons involved with target population outside the school.

(h) The need for financial support beyond what is already available.

58.5(2) IDENTIFYING OBJECTIVES AND EXPECTED STUDENT OUTCOMES. Each school district must include objectives for providing:

(a) Minimum program as defined in 257.25, The Code and 670—3.5, Iowa Administrative Code.

(b) Personal and social development.

(c) Career and vocational education.

(d) Staff development for dropout prevention. At least one inservice shall be offered annually for all classroom teachers in elementary and secondary schools within the school district to maintain and update understandings and skills about accommodating student needs in existing classrooms. In addition, a staff development plan for personnel responsible for returning dropouts shall be provided.

58.5(3) SUPPORT SERVICES. Any or all of the following services to be provided students enrolled in the regular school program or separate school or program shall be described.

(a) Orientation.

(b) Vocational assessment or educational diagnostics.

(c) Counseling.

(d) Work placement or placement in other educational institutions.

(e) Follow-up.

(f) Remedial, tutorial or supplemental instruction.

(g) Transportation, child care, housing, medical.

58.5(4) EVALUATION. The school district shall give attention to the following guidelines in its evaluation design:

(a) Evaluation shall be for the purpose of measuring student impact and information for program improvement.

(b) Both cognitive and affective components of student development shall be evaluated.

(c) Personalized education plans must be in writing for each returning dropout and potential dropout and reviewed annually.

(d) Evaluation shall coincide with the objectives established for the separate school, program, and support services and for the students. The methods that are used to monitor progress shall be identified. Monitoring and testing instruments shall be kept on file within the school district.

58.5(5) ROLES AND RESPONSIBILITIES OF STAFF. The responsibilities of staff, including instructors, paraprofessionals, peer helpers, clerical, guidance, and outreach shall be identified and the responsibilities related to program objectives. The administration and supervision of this activity shall be described. All districts and their administrators must be identified if this activity is jointly sponsored. The role and responsibility of other agency persons involved in the activity shall be described.

58.5(6) QUALIFICATIONS OF PROGRAM PERSONNEL. All personnel supervising and providing services for returning dropouts and potential dropouts shall have preservice or inservice training that is commensurate with the extent of their involvement in providing services.

58.5(7) STAFF UTILIZATION PLAN. Staff shall be assigned to ensure a quality education by employing the following procedures:

(a) A designated person shall be responsible for the overall coordination throughout the school district. If a joint agreement exists, one person shall be responsible for the coordination between local education agencies as well as coordination within the locale of the separate school, program and support service.

(b) The administrative, instructional, and support service staff shall work in cooperation with the regular school teachers as necessary to assess, plan, implement and evaluate outcomes.

(c) Time shall be made available to staff for coordination and inservice and to carry out professional responsibilities.

58.5(8) STUDENT IDENTIFICATION PROCEDURES. Students shall be placed in separate schools, programs or support services for returning dropouts, and for dropout prevention in accordance with the following:

(a) Identification shall be for the purpose of determining the appropriateness of placement in a separate school, program or support service for dropouts or dropout prevention rather than for categorically labeling a student.

(b) The decision to place a student in a separate school or program or to provide support services for a student shall be based on a comprehensive appraisal of the student; consideration of the nature of the available services; and an assessment of actual and potential opportunities within the student's regular school program.

(c) Multiple criteria shall be used in identifying students. Criteria will combine subjective and objective data, including data with direct relevance to program goals, objectives and activities.

(d) In the event that the number of eligible students exceeds the capacity of available services, participants shall be selected according to greatest need as determined by multiple criteria used in identification.

(e) Each identified student's progress shall be reviewed at least annually to consider modifications in program or student placement.

58.5(9) FACILITIES AND EQUIPMENT. The facilities, equipment and resources needed and available for providing services shall be indicated. Assurances that the facilities are accessible and equipment and materials are appropriate for the population to be served shall be provided.

58.5(10) BUDGET. When separate schools, programs, and support services are jointly provided by two or more school districts or by a school district in cooperation with other agency or service providers, the budget shall specify the contribution of each cooperating agency and service provider. Funds generated through the process described in Section 442, The Code, will be for expenditures directly related to providing the separate school, program and support services described in the submitted plan to the department. The following limits shall apply to the budget of the separate school, program and support services for returning dropouts and dropout prevention.

(a) No more than five percent of the district's budget enrollment shall be identified as returning dropouts and potential dropouts. Returning dropouts and potential dropouts shall be identified with respect to whether they are included in the present budget enrollment.

(b) The maximum budget eligible for the separate school, program and support services or any combination thereof for returning dropouts not presently included in the district's budget enrollment shall approximate 1.4 of the district cost per pupil in addition to other sources. Allowable costs for returning dropouts and for potenial dropouts presently included in the district's budget enrollment shall approximate .4 of the district's cost per pupil in addition to other sources.

(c) Indirect costs and costs for materials, supplies and equipment shall be part of the total budget.

(d) The dropout and potential dropout program budget, after subtracting out funds from other sources for that purpose, shall be funded on a basis of twenty-five (25) percent or more from the district cost of the school district and up to seventy-five (75) percent by an increased growth as defined in Section 442.7, The Code.

58.5(11) ADVISORY COUNCIL. All written plans shall include an advisory council made up of parents, students, teachers, administrators, business persons and other interested persons. Where possible, other service providers should be represented on the advisory council to assure collaboration and ultimate cooperation. A plan of action for the council shall be included in the written application.

670—58.6(442) Responsibilities of area education agencies. Upon request and as provided for in 273.3 and 273.7, The Code, staff of the area education agency shall cooperate with local school districts. Cooperation may include but is not limited to:

58.6(1) Assisting school districts in identifying dropout and potential dropout populations and the reasoning for such.

58.6(2) Assisting in the development of alternative education strategies including dropout prevention and alternative strategies for returning dropouts.

58.6(3) Providing assistance in forming collaborative efforts for joint partnership programs and in developing appropriate requests for department approval.

58.6(4) Assisting in the planning and implementation of inservice for all persons involved in planning and implementing services for returning dropouts and potential dropouts.

670—58.7(442) Responsibilities of the department. The department shall:

58.7(1) Provide forms to the school districts for submitting plans.

58.7(2) Provide technical assistance to school districts, other education agencies and other service providers in the development of plans to serve returning dropouts and potential dropouts.

58.7(3) Perform reviews and approval of written plans.

58.7(4) Develop and administer a format for evaluation of separate schools, support services and programs. An annual evaluation report shall be filed with the department by administering agencies following the close of the regular school year.

58.7(5) Provide technical assistance to school districts and other education agencies in planning and designing preservice and inservice training for all persons involved in planning or implementation of services for returning dropouts and potential dropouts.

58.7(6) Assign the necessary manpower for carrying out the responsibilities of the department.

DROPOUT PREVENTION AND ALTERNATIVE PROGRAM APPROACHES

There are a wide variety of programs, activities and demonstrated methods that can be used to help students complete school. However, there is no single or easy solution that can be prescribed to work in all schools and communities or with all students. The following information outlines approaches to dropout prevention and alternatives for dropouts. The approach(es) a district should use to help students complete school will depend on the unique needs, goals, and resources of each school and community.

Prevention Approaches

I. Tutoring:

Available help for students in any subject to address the concerns the students themselves present.

Techniques that can be used during tutoring include:

Questions and answers, drilling, practice and application, review homework help (edit, check, question), active listening for expressing care and clarifying student expressions.

Logistical arrangements could include:

Assigned professional staff via resource room, JTPA paid high school students in elementary programs, tutors available during study halls, peer tutors at high school - junior high - elementary, potential dropouts tutor other students at lower grade levels, volunteer parents tutor evenings or during regular school day, retired persons volunteer tutoring--scheduled as can be arranged.

Advantages to tutoring:

Students get help in basic skills and get extra attention, encouragement and support.

Can be implemented without a major investment.

Can be implemented at all levels so support is gained in elementary, junior high and high school.

Tutoring can help potential dropouts to gain a commitment for personal growth and increase self-esteem.

Tutoring encourages contact between age groups and facilitates role modeling.

Disadvantages to tutoring:

May not meet all needs and consequently may not prevent dropping out.

Without proper supervision and planning tutoring becomes a mere homework service.

Tutors need supervision from teachers and administrators which takes time. In the long run tutoring can raise havoc in spite of the most careful planning.

II. Counseling/Advising:

Available help for students to facilitate the development of self-awareness, self-esteem, expression and understanding of feelings, attitudes and relationships to others.

Techniques that can be used in counseling include:

Active listening, role playing/rehearsal, dialoging, repeat-what-I-just said (clarification, summarization), homework between meetings (usually paying attention to practiced behavior), modeling (demonstrating and practicing successful behavior).

Logistical arrangements could include:

Group or individual counseling, formal or informal (scheduled vs. non-scheduled - structured vs. non-structured contacts), academic counseling - study skills and learning problems, procedural counseling - discipline - scheduling - or understanding rules, personal counseling, developmental counseling (coping with independence). Other staff, students and parents can also be involved in planned or unplanned counseling.

Advantages of counseling:

Can be implemented using existing staff.

Can foster caring relationships and supportive atmosphere for learning.

Can foster a student-caring-for-student community where students help each other.

Limitations of counseling:

Counseling best works with willing participants. Counseling is commonly related to crisis concerns rather than being a developmental learning process.

Establishing trust relationships with dropouts is difficult--they have learned not to trust adults.

Counseling can open up problems that are time consuming and difficult to handle.

Counseling needs direction--carefully planned with goals. Unless carefully led a group can be damaging.

III. Advisement:

Available help for students on an individual or group basis to discuss personal problems, monitor progress, discuss school related policies or procedures, do curriculum or activities planning, or just to touch base.

Logistical arrangements for advisement include:

Formal arranged meetings, paired friend/advocate, full-time (adopt-a-friend) approach where the staff takes an interest in student both for in-school and out-of-school activities, arrange meetings individually or as a group only as needed, meetings or contacts made with all students or with just a select few, students select advisor!

Advantages of advisement:

Existing staff are used so no additional expenditures are necessary.

The use of staff can free counselors to work on more specialized tasks.

Encourages staff and students to relate to each other personally.

Helps develop a supportive/caring atmosphere.

Limitations:

Advisement best works with willing students. Establishing trust relationships is often difficult for either teacher or student.

Staff time is needed for advisement. Time is often taxed to the point of rebellion. Relationships are strained.

Staff often view advisement as the "counselors" role. Conflict in responsibility and commitment can emerge suddenly.

IV. Work related activities:

Available opportunities for students to apply and learn skills and relate school learning to work. As well, students can earn money and experience personal and social pressures in a work environment that is formally supervised and goal directed.

Techniques that can be used in work related activities include:

Field trips, job shadowing, speakers, work simulations, games, mock interviews, career days/career fairs, operating a business, paid work experience, apprenticeships, vocational courses, career assessment and planning, joint agreement training in vocational training schools, self-employment tryouts, non-paid supervised training.

Logistical arrangements could include:

Emphasize a single component or combine components.

Do informal activities (field trip of a math class to computer plant) or structured activities (supervised work experience).

Require each student to complete minimum competencies in several areas for graduation.

Relate added credit to courses for career experiences or provide separate credits.

Advantages of work related activities:

Help students see the relevance of their education.

Earning a salary helps curb dropping out for economic reasons.

Helps students gain skills that will make them more valued as productive employees.

Strengthens relations between school and community.

Can be an incentive to do better in academic work.

Helps students realize their true potential, worthiness and self-esteem.

Disadvantages:

Requires coordination and supervision. Time beyond planning and implementing academic work is needed. Often requires added staff.

Work related approaches are palatable to almost all students. Therefore, services are difficult to target at only a select few.

Work related approaches may not be offered early enough to prevent dropping out. Courses and work experience need to be offered at grade 9 as well as at grade 12.

Work related approaches cannot stand alone. Academics must be provided as well.

Work related approaches can be damaging if students are not placed into training of their interest or placed in jobs below their potential. Students can end up typed to certain occupations and levels of work.

Work related training can take up too much time and interfere with academic accomplishments in school.

Opportunities may not be available in the community to offer work related activities.

Training on the job may be difficult to control. Adequate time for supervision is necessary.

The potential for developing good community-school relations can also be the potential for developing bad feelings. Unless adequate time and manpower is made available to properly arrange and supervise programs the attempt might best not be tried.

V. Alternative classes:

Available help for students to accommodate their needs in reading, math, communication, social skills, emotional skills, physical skills, employability skills, study skills and life skills.

Techniques that can be used include:

Lecture/discussion approach, audio-visual presentations, guest speakers, small group discussions, programmed learning, contracts, independent study, mini courses, sharing notes, learning centers, projects, games, open testing, reduced reading level of tests, student-made tests, oral tests, other.

Logistical arrangements could include:

Special remedial classes while the student remains in the mainstream.

Self-contained class with mainstreaming for specific subjects.

Enrichment classes to complement overlearning or reinforce previous learning (applied skills and practice).

Classes conducted in same building or separate facility.

Classes conducted by same teachers in mainstream or by separate staff.

Advantages include:

Special classes prevent total failure. Students can experience success.

Content can be more easily individualized. Usually is flexible enough to incorporate a variety of instructional techniques.

Students can relate to each other more easily since all realize they have common problems.

Supportive atmosphere can be created to overcome failure.

Students can progress at their own rate as opposed to meeting deadlines of regular classes.

Staff can be selected who have an "I CARE" attitude which is fundamental to prevention efforts.

Disadvantages of special classes:

Require additional staff in most situations.

Students are labeled and stereotyped as dummies or trouble causers.

Regular teachers can shake the responsibility of working with students and become non-responsive to student needs - they see that they share no responsibility for potential dropouts.

Individualizing can be a cover-up to a poor curriculum and students can end up gaining fewer skills in alternative classes than in regular classes if mainstreamed.

Alternative classes may end up not being supportive at all and become another symbol of student failure which could promote dropping out.

The homogeneity of students who all have learning problems can limit student progress because they may not learn much from each other.

Students usually are assigned and do not attend classes as a matter of free choice. Consequently negative attitudes are easily generated at the onset.

Alternative schools:

Types of schools:

Open schools - activities are individualized and organized around interest centers within classroom(s) in an existing school building or in a separate building.

Schools without walls - Learning activities are carried on throughout the community--in museums, courts, churches, houses, business establishments, etc.

Learning centers - Distinctive programs often with a specialized orientation and which are available to all students in the community. Include technical high schools, career education centers, practical arts centers, etc. An alternative geared to musically gifted students would be an example of this type.

Continuation schools - Provide learning opportunities for students whose education in the conventional school has been interrupted. These include dropout centers, reentry programs, pregnancy-maternity centers, and street academics.

Multicultural schools - Emphasize cultural pluralism and usually serve a multicultural student body. Bilingual schools with optional enrollment are included in this group.

Free schools - Emphasize greater freedom for students and teachers than do conventional schools. Most free schools are private but a few are available by choice within public systems.

Community controlled schools - Where a group of parents organizes and has power over teacher selection, evaluation of teachers, curriculum, and finances.

Alternative schools stress options for students and include some or all of the following: Self-scheduling, open campus, work experience, credit-on-credit (students may take credit at identified post-secondary institutions), community involvement other than work experience, teacher advisor system, open labs, independent study, dual enrollment (enrolled in alternative school and adult classes or classes in their district high school), grading options, independent physical education (credit for physical education outside the school building.)

Alternative schools are often characterized by use of innovative instructional techniques and activities. Some of following techniques are common - Competency Based Learning, Individually Guided Education, Independent Study/Contracting, Block Scheduling, Interdisciplinary Instruction, Community Studies, Team Teaching and Instructional Media.

Advantages to alternative schools:

An alternative school that is physically separated from the traditional school can remove the student from a school environment that he or she has associated with failure. Beginning in a new milieu might be an important first step toward completing school.

In most alternative schools, potential dropouts or dropouts are less likely to be labeled as deviants. Within a traditional school setting students can be compared unfavorably with the school norm. The norm in alternative schools is non-traditional so the inclination to compare tends to be reduced.

Alternative schools often feature relaxed rules which can appeal to potential dropouts or dropouts who are willing to learn but are unwilling to conform to regulations that they see as having little relevance to educational objectives.

Alternative schools have a special advantage because most often they are not required to keep a student. The alternative school can insist the student perform or return to the traditional school. Students can view an alternative school as their last chance. This can be an impetus to participate fully.

Disadvantages to alternative schools:

A school can be expensive as it requires special materials, staff and/or facilities.

Often features a lower teacher/pupil ratio which can create bad feelings among other staff who face larger classes.

It is difficult to design an alternative approach that is truly equivalent to traditional school objectives. Community persons are often critical in the process of developing a program. The school staff and students can be labeled as troublemakers.

Like all approaches, an alternative school will not meet all needs. Some students will still fail and drop out.

Alternative schools can deteriorate into meaningless play time or can be destructive and ego-damaging. They need constant supervision just as all schools need supervision and properly directed administration.

Descriptive classifications of alternative classes and programs were drawn from "Staying In.....A Dropout Prevention Handbook K-12", University of Wisconsin-Madison, 1979. Some modifications were made to the definitions in the Handbook. As well, some material was added to clarify definitions.

DROPOUT

NEEDS ASSESSMENT

WHAT IS - WHAT SHOULD BE

An information base is crucial to eliciting support and developing prevention activities and alternatives for students who cannot succeed in the present school structure. Therefore, some important questions that need to be asked have been detailed in the following needs assessment formats for use at the local and area education levels.

NEEDS ASSESSMENT

DEMOGRAPHICS

Dropout rates:

How many students are leaving the school district each year without receiving a high school diploma for reasons other than death or school transfer?

What percentage of the student population is this?

How many (and what percentage) of a given class graduates? (In other words, how many of a seventh grade class in 1980 graduated in 1985?)

When are these students leaving?

What are some of the reasons given by these students for leaving?

Has the local dropout rate increased annually?

How does the dropout rate in your district compare to other neighboring districts or similar districts (size, geographics, cultural, etc.)?

What factors might skew your figures?

Attendance:

What is the average daily attendance (elementary-secondary by "building")?

What is the number and percentage of students who cut classes?

What is the percentage of chronic truants? Who?

Is there follow-up on truants? Is it supportive? Is it persistant (daily or hourly if necessary)?

Number of truancy cases in court? Are court cases handled in a supportive nature (school as need for success vs. school as punishment or threatening tool)?

School discipline:

Number of students and percentage of school population referred for discipline problems? Who?

Percentage of school population considered chronic discipline problems? Who?

What is the number of suspensions, detentions, and expulsions annually?

What types of behaviors (vandalism, disruptions, fighting) are being referred most frequently for disciplinary action?

Are there discernible patterns of misbehavior among particular groups?

Are there discernible patterns of misbehavior referred by certain teachers?

Achievement:

Are significant segments of the school population performing below acceptable levels? (Two years or more behind.)

What grade levels (sections of grades) or skill areas represent trouble areas?

How many students need additional assistance in reading, math or other subject areas? Who?

How does the school compare to state and national averages? Other comparable districts?

Student commitment to school:

Have students been surveyed for attitudes toward school? What do the results indicate?

How many students participate in extracurricular activities? Who?

How many different activities are available? How many new activities do students want?

Is there an identifiable group of students who do not participate in extracurricular activities?

Would dropouts return to school if an alternative were offered (alternative setting or help within existing structure)?

Juvenile delinquency data:

What is the frequency of offenses by juveniles in the district?

What types of offenses are being committed?

How are offenders being handled by the court? School?

Employment:

What is the employment outlook for local graduates? Dropouts?

What employment opportunities exist for full-time students?

What percentage of school population is employed outside of school? During school? Who?

Staff:

How many teachers left school and were replaced during the last year? What was the percent of staff turnover? Was it abnormally high?

Did teachers leave because of job dissatisfaction? Why were they dissatisfied?

What is the student-pupil ratio in the district? Each school? Each class?

Is it too big?

Do teachers have some choice in what they teach? Where they teach (building - program)? How they teach?

Have teachers noticed any changes in attitude of students toward school? Behavior of students in school? Student dissatisfaction of school experiences?

Has staff noticed a change in interest of parents?

Do parents of potential dropouts show interest in the activities of their children?

Do some teachers seem burned out?

Do employers complain about graduates or non graduates ability to read, do math, follow directions, etc.?

Curriculum/student involvement:

Do students have a real choice in course selection?

Can students transfer credits from other institutions (community college, private school, other public high school, etc.) to complete requirements? Is transfer of credits too limited?

Are some classes more popular than others? Why?

Which teachers are most popular? Why?

Do students get a chance to speak out on relevancy of classes, student recognition, teacher-student relations, discipline, etc.?

Would dropout students return to school if an alternative program were available?

Career education:

How many students have career/vocational plans?

Are students concerned, worried, or apathetic about their futures?

Does the school provide for career education opportunities for all students? Are students screened out of vocational programs or classes?

Are follow-up studies completed of graduates and non-graduates to determine relevancy of curriculum?

Is the data used to improve curriculum, policies, practices?

NEEDS ASSESSMENT

VALUES AND ATTITUDES

Does the school deny success for some students because of stereotyping based on race, family background, or negative labeling?

Does the school undermine motivation through arbitrary use of discipline (students denied class participation for lack of performance in another class or misbehavior)?

How does the school define a good student? Do you have to be a college-bound student to earn the label?

What alternatives already exist to help potential dropouts?

Are the alternatives working?

How relevant is school to the students?

Is the school avoiding educating some students by suspending, expelling, or exempting them?

What help are teachers getting to deal with problems in school?

Is the community supporting the activities and functions of the school?

Why should the school worry about individualizing? Why not let students drop out?

What rewards or incentives are there for good teaching and special efforts to help students with problems?

How should the district select teachers to teach in alternative school settings? Should teachers be given a choice?

Is there a limit on how far the school should go in trying to educate a student? When is it reasonable to terminate efforts?

Should the school make every student and parent knowledgeable of their rights and how to best exercise their rights within education?

GUIDELINE QUESTIONS TO BE ASKED THROUGHOUT THE NEEDS ASSESSMENT AND PROGRAM PLANNING PROCESS

Assessing the need for dropout prevention:

a) What makes you think you have a dropout problem?

b) What concrete data have you examined to support that conclusion?

c) Is the dropout problem significant enough to warrant a needs assessment?

d) What other individuals and/or groups share your perception of a dropout problem?

e) What steps have been taken to build consensus for a needs assessment for dropout prevention?

f) What resources are available for conducting a comprehensive needs assessment?

g) What methodologies for needs assessment have you examined?

h) Have students been surveyed to ascertain their attitudes and ideas about dropping out as a problem and about the causes of dropping out?

Focusing on the individual:

a) Would more attention to individual needs of our students help keep students in school? Why or why not?

b) Is there a staff and administrative commitment to focusing on individual needs?

c) Is the staff comfortable with increasing their level of individual involvement with students in order to help students stay in school?

d) Will staff need more inservice or training in the following areas:

open communication?

classroom strategies with emotionally troubled students?

goal setting?

learning styles?

behavior observation?

cumulative records?

questionnaires?

e) What tools will be needed to gain information about individual students in order to help identify and select students for programs?

f) Will additional staff be necessary to provide more attention to dropout-prone students?

Identifying approaches for dropout prevention:

a) Who is the effort designed to serve (e.g., disruptive students, students who lack basic skills, alienated students)?

b) What are the goals and objectives of the effort (e.g., to reduce truancy, reduce alienation, increase basic skills, improve self-esteem)?

c) How serious is the dropout problem? How many students drop out? How many students are considered potential dropouts? Do the numbers warrant an all out effort, or will supplemental services suffice?

d) What financial, physical, and support factors need to be considered? How much money can be allocated? What facilities are available? What approach(es) are likely to elicit staff, administration, student, and community support?

e) Are there already existing programs or activities utilizing approaches that could be redefined, modified, or supplemented to better serve the potential dropout or dropout? For instance, could an elementary tutoring program be expanded to encompass secondary interage tutoring? Could the counseling program focus more specifically on the needs of the potential dropout by offering group counseling sessions or parent education classes?

f) How might approaches be combined to provide a more comprehensive effort? (For example, to build self-esteem and reduce alienation, both counseling and work-related approaches could be utilized.)

g) To what age level(s) is the effort directed? (Some approaches, like tutoring and counseling can be easily adapted for an elementary focus. Other approaches, like on-the-job training, assume an older audience.)

h) Does the approach have the flexibility to meet changing needs of student participants?

i) Are students involved in planning?

j) Are identification, referral, and selection guidelines appropriate to meet a variety of different potential dropout types? (See Focusing on the Individual - pg. 32.)

Establishing staff roles and staffing patterns in dropout prevention and serving dropouts:

a) What role might regular teaching staff play in the dropout prevention effort or dropout program?

b) What combination of personal characteristics, teaching ability, and professional preparation will help facilitate program goals?

c) Who might be available and interested from within the school district that would adequately meet staffing criteria?

d) Is it possible, advisable, necessary to hire staff from outside the school system?

e) What role might teaching aides/volunteers play in the dropout prevention effort or dropout program?

f) How might personnel be combined to create an efficient and successful dropout prevention staff or dropout program?

g) What inservice opportunities might enhance staff abilities to successfully participate in the dropout prevention effort or alternative program effort for dropouts?

Utilizing resources and facilities:

a) What facilities are needed to best implement the proposed dropout prevention effort or dropout program?

b) Are these facilities available or attainable? If not, does the proposed plan need to be modified in order to work well within these physical constraints?

c) What are the psycho-social implications of the considered facilities? What facility might best facilitate program goals? What facility seems most likely to reduce negative labeling? What facility seems most acceptable considering the school system's social and political climate?

d) What facilities would best reflect program goals, philosophy, and needs? How might these facilities be obtained?

e) What instructional resources are needed to adequately operationalize program goals? How might these resources be obtained or developed? Given resource limitations, what instructional materials or media should be given highest priority?

f) How might school and community human resources (e.g., staff, citizens, volunteers) be tapped to enrich and supplement the dropout prevention effort or dropout program?

Evaluating efforts:

a) What type of evaluation will be conducted?

b) Who will be involved in the evaluation?

c) Does the school have adequate staff to conduct the evaluation or will outside expertise be required?

d) How much time will be needed to conduct the evaluation and when will it occur?

e) How will the results of the evaluation be used? Who will be affected?

f) Will the evaluation design actually provide the expected information? That is, will it gather the concrete evidence which is required by decision-makers?

Establishing and maintaining support within the school:

a) What is the current level of support for the adoption and implementation?

b) Who are the opinion leaders and the formal authority figures that might act as change agents?

c) How might a strategy be designed to facilitate its adoption and implementation in the local school system?

d) Has a plan been developed which addresses the adoption and implementation process?

e) What mechanisms or vehicles are available, or can be developed, which will allow and encourage the school community to provide input during all phases of strategy adoption and implementation?

f) How might each member of the school community become involved in and contribute to dropout prevention?

g) Does the approach design incorporate opportunities for non-dropout prone students to contribute?

h) Once strategy is implemented, what activities or ideas might be tried in order to encourage school support?

Establishing and maintaining support outside of the school:

a) Is there a plan for inventorying community resources?

b) What resources appear to have potential for contributing?

c) How do these resources fit with the specific program goals and activities?

d) How has the community been made aware of its potential contribution to the school's dropout prevention efforts or dropout service efforts?

e) Has a review process been developed to determine what community-school relationships need to be redirected or strengthened to provide a foundation for cooperative efforts?

f) Have channels of communication between the schools and resources been examined to minimize confusion and duplication of requests for support?

Involving parents in dropout prevention:

a) Would involving parents be of help in keeping students in school?

b) What ways could parents be used?

c) How would parents be identified, trained, and supervised? By whom?

d) Should parents of students of all age levels be involved (elementary, junior high, senior high)?

e) Are school staff personnel willing to let parents be involved in a constructive way within the school?

f) What kind of special resources could parents bring to the school environment?

g) What kind of problems might you anticipate by having parents involved?

h) What is the attitude of your school administration toward involving parents?

i) Are parents being used in other school efforts? What can be learned from these other parent involvement activities?

Facilitating an advisory committee for dropout prevention:

a) Is an advisory committee appropriate?

b) Would an advisory committee be useful to your program?

c) Is an advisory committee necessary?

d) Is an advisory committee desired?

e) Is the provision of an advisory committee included?

f) What would community response be to establishing an advisory committee?

g) What would school personnel response be to having an advisory committee?

h) Would an advisory committee be an effective guidance mechanism in providing advice?

i) Would an advisory committee benefit students, school, and community?

j) What functions could the advisory committee serve? (e.g., Would it be helpful in establishing priorities? In promoting dropout prevention in the community? In providing more effective services and experiences to potential dropouts? In supporting funding for the program or activity? In coordinating or encouraging the utilization of community resources?)

k) Are the program staff and school administration committed to the idea of an advisory committee? If one is formed, will they use it?

l) How much power will the advisory committee be given?

m) How would the members be chosen?

n) Who might be good candidates? What groups/interests need to be represented?

o) What other types of advisory committees may be currently identified in your local area of region? Have these been effective? Why or why not? What lessons might be learned from their experiences?

IDEAS FOR SUCCESS AND FAILURE

Alternatives For Marginal Students and Dropouts

This compilation of ideas was developed at Hofstra University - Center for the Study of Educational Alternatives, Hempstead, New York. The content is based on input from twenty national leaders in the field.

The following components and considerations seem centrally important to successful programs:

- A concerted, continuing effort to generate a strong sense of affiliation on the part of students. Alternatives for marginal students must be, in one writer's terms, "membership schools" which youngsters feel they have joined. Most of the students such programs must attract have rejected the impersonality of the comprehensive high school. Quite a different school climate is essential.

- Academically, the program must be so planned as to permit early and frequent success for students. Many of those involved have experienced repeated school difficulty, and strong doubts about their own capacities must be countered.

- The program must have clear and explicit goals which project its orientation and make plain just what it stands for. Only this way can youngsters knowledgeably choose the alternative, can its standards become public and shared, and can staff have recourse to consistent ready guidance in making daily decisions.

- An experiential learning component serves multiple functions and is centrally important. Some successful programs stress learning from observation, others insist on action learning such as volunteer service or paid work. All agree, however, that some form of experiential learning should have a substantial part in the programs of all students.

- A self-knowledge dimension is important to helping students arrive at fuller understanding of their own beliefs, capacities, and potential. Simultaneously, they need to be helped to shift from a self-centered to a sociocentric perspective, and to experience themselves as responsible members of a group.

- Staff must be willing to undertake remedial work--but unwilling to make it a permanent compromise, or let students be content with mere remediation. Thus the academic agenda must be developmental as well as substantive. Such expectations and efforts are essential to avoiding tracking. They are also important to maintaining the self-esteem of students, and to avoiding stigma from those outside the program.

- An integrated curriculum drawing from several subject fields should be part of the program of each student. The integrating principle can be issues, themes, or problems; but it should serve to organize and present content otherwise than simply by logical progression through separate and unconnected disciplines. Such an organization helps students to use what they learn. It also helps them to see the all-important connections between the personal, and the world that is public and shared.

Building these components into a program will call for:

+ Regularly scheduled "community-building" activities involving all of those in the program--in order to weld all into a genuine community.

+ Efforts at adapting material to individual needs--but along with considerable group work. Cooperative learning--strategies such as team learning and peer tutoring--are often particularly effective.

+ Explicit, achievable academic goals. For low achievers, semesters--even grading periods--can stretch out as interminable and insurmountable. Broad long-term goals must be broken down into specific, short-range, meetable sub-goals.

+ Sets of short-term goals--in the form, for example, of individual competencies to be mastered, or "contracts" to be fulfilled, or unit obligations to be met.

+ Detailed experiential learning arrangements--such as internships, service site development, observations plans--and a classroom follow-through adding a reflective component.

+ Activities chosen to enhance self-esteem and to build the conviction that one can at least to some extent govern one's own future.

+ A developmental program designed to cultivate abstract thinking ability--i.e., to foster intellectual growth--along with personal and social maturation.

+ Activities chosen to cultivate self-direction and individual responsibility.

+ A curriculum "core" of integrated studies jointly designed, chosen, or adapted by alternative school staff.

Designing Alternatives For Success

Evidence to date suggests that each of the following features plays an important part in the success of an alternative school or program. The more of them associated with a program, the better its chances for sustaining success.

- There is a fair degree of freedom from standard district operating procedures.
- Staff choose to be there, rather than being assigned.
- Students choose to be there, rather than being assigned.
- Existing staff have a strong voice in selecting new staff and students.
- The alternative represents a genuine, continuing educational option for its students, rather than a beef-em-up-and-send-em-back operation.
- The program is designed by those who will operate it--its staff--and the staff are also in a position to modify it as conditions warrant.
- The program begins small--with perhaps fewer than 100 students--and a doubled enrollment remains the limit.
- The requisites of coherence and group identification are met: a separate space, and a substantial part of the school day spent together by the alternative's students and staff.
- The alternative school exerts high levels of control over the various features of its program.
- High levels of teacher autonomy are reflected.
- Secure programs may cost more than standard programs in the district in terms of per pupil expenses.
- The alternative begins with a two- or three- year commitment--with an evaluation planned to occur toward the end of that period.

How To Kill the New Alternative From the Start

Each of the following features reduces the likelihood of success of a new alternative. The more of them found in a program, the more remote its chances for yielding the benefits associated with alternative education.

- It is designed by administrators, not its staff.
- It is "imported" from somewhere else and set into operation pretty much intact, as it worked elsewhere.
- The program is a referral program to which students are assigned.
- The alternative is a "last chance" program which a student must "choose" in order to avoid suspension or expulsion.
- The program is punitive in orientation.
- The alternative is built around a single cluster of new elements--perhaps a new curriculum or a new set of activities--but holds all other features of school operation intact and unmodified.
- The alternative is treated just as any new department within the school--or new school within the district--might be. It is expected to conform to all existing regulations, operating procedures, and arrangements.
- Staff are assigned to the alternative by administrators outside it--or by automatic processes such as contract rights.
- The alternative is intended for the "toughest" cases--and designed to reflect the absolutely minimal departures from traditional school practice necessary to accommodating them.
- No one in the district is told very much about the new program--and guidance counselors are left to remain lukewarm to negative about it.

Wayne Jennings and Joe Nathan

Startling/Disturbing Research on School Program Effectiveness

This summary of research dating back to the Eight-Year Study argues that experimental programs embodying Deweyan concepts have enormous advantages over the traditional. It raises further questions about the so-called back-to-basics movement.

For more than 50 years now, studies have been documenting the effectiveness of nontraditional school programs in the United States. This research should cause us to question 95% of current educational practice.

Much of this research is not well known. Until recent years, neither was the history of certain ethnic groups and of women in America. Just as history books must be revised to reflect more accurately the experiences of different groups, so must education histories be changed to include the startling, disturbing research which we propose to summarize here.

We have divided the studies into two categories. The first describes results of experimental programs. The second presents research on the effects of traditional schools.

Experimental Practices

The Eight-Year Study. One of the most extraordinary experiments ever conducted in American education was the Eight-Year Study, once widely cited in the literature but neglected in recent years. This study was made during the 1930s. Thirty high schools signed an agreement with 300 colleges to exempt their graduates from the usual college entrance requirements. This meant that the high schools did not have to use grades, class rank, required courses, credits, etc. They could experiment with curriculum and organization.

Some 1,500 students from the experimental schools were paired with 1,500 students from similar but nonexperimental schools and were matched by sex, age, intelligence, family background, race, and other factors. The students from experimental schools did as well as the others or better at college in grades, participation, critical thinking, aesthetic judgment, knowledge of contemporary affairs, etc.

Further analysis yielded some startling results: When students from the six *most experimental* schools were compared with those from traditional schools, there were great differences in college attainment. Finally, the two most extremely experimental schools (where practices were indeed different – e.g., extensive learning in the community; outside volunteers working with students; advisor-advisee systems; students teaching other students; interdisciplinary, problem-solving curricula; etc.) were selected. Graduates of these two schools were found to be "strikingly more successful."[2]

The Eight-Year Study was one of the most significant and exciting studies in the history of American education. Subsequent studies of a similar type have yielded essentially the same results.

One of the schools in the Eight-Year Study was the Ohio State University Lab School. The students who graduated in 1938 wrote a book called *Were We Guinea Pigs?* In general, they liked their school, but of course had little to compare it with, since most of them had gone to the Lab School throughout their high school careers. Many years later a thorough follow-up study of the "guinea pigs" was reported in *Guinea Pigs 20 Years Later* (1961).[3] The Lab School graduates were then between 35 and 40 years old. The study found that the "guinea pigs" had been strikingly successful in life. Then they were compared with subjects in the Lewis Terman study of genius and with graduates of Princeton University, where a similar follow-up had been conducted. The experimental school graduates came out ahead. They more often expressed satisfaction with life, were judged leaders in their professions, had more stable family lives, possessed better self-accepting attitudes, and were mentioned more frequently in *Who's Who*.

Today's Alternative Schools. Since 1970 a number of schools have been established which make use of curriculum and organization ideas developed either by the experimental schools in the thirties or even earlier by John Dewey and other progressive educators. Virtually every evaluation of these contemporary alternative schools shows students doing as well as or better than students in traditional schools, when standardized tests are the evaluation instrument. Perhaps more important, they feel much better about themselves and are confident of their ability to accomplish things for themselves. They also demonstrate more positive attitudes toward school and learning. These results come from alternative schools in various cities – Cambridge, Chicago, Hartford, Los Angeles, Minneapolis, Providence, Philadelphia, and St. Paul, for example.

One might wonder if alternative schools have atypical populations. Educators associated with the National Alternative Schools Program studied 300 public alternative schools and found that the average student body was more diverse racially and economically than the country's population. They also reported an average of two applicants for every alternative school opening.

A number of schools work specifically with students who are rejects of traditional schools. Harlem Prep in New York City was established for dropouts of other schools, yet 95% of its graduates go on to college. Most of them complete college.

The Career Study Center in St. Paul,

WAYNE JENNINGS (University of Minnesota Chapter) is director of the St. Paul (Minnesota) Open School. JOE NATHAN (University of Minnesota Chapter) is program coordinator for the same school, which has received a USOE Pacesetter Award as an "outstanding innovation worthy of replication" and is using USOE grants to help other school districts establish and improve alternative programs.

This article appeared in slightly different form as the appendix to Herbert Kohl's On Teaching, *published by Schocken in November, 1976.*

Minnesota, was created for students who are unsuccessful in the city's traditional high schools, where they are typically truant half the time. Some 70% of CSC candidates are in trouble with the law, and schools and parents are at their wits' end. After some time in the progressively designed program at CSC, attendance rises to 80%. Youngsters then get out of trouble – and their parents can hardly believe the change in attitude toward schooling. Ninety percent graduate, although the original prognosis was that only 10% would do so. Career Study Center I was so successful that a second has been established.

It is too early to tell whether these alternative programs will yield long-term results as satisfactory as those of the experimental schools in the Eight-Year Study. However, there is reason to believe that today's alternative schools will produce effective, competent, and stable adults.

Predictive Studies. Recent studies challenge traditional notions about how one predicts success in later life. Consider, for example, the national mania for graduation from high school. Is graduation important to later success? One study reports on students enrolled in California colleges which accepted anyone who applied, disregarding high school diplomas.[4] Seven percent of 32,000 whose records were examined (2,240 students) had not received a diploma. The grade-point average for these students was 2.56; for all students it was 2.51. The data were then corrected for age, sex, marital status, veteran status, family income, etc. Results remained the same: The nongraduates were doing as well as or better than the graduates.

Even more startling is a pair of studies which question even the value of grades and test scores in predicting success. The American College Testing Service recently completed a study of itself which compared the value of four factors in predicting success (as measured by self-satisfaction and participation in a variety of community activities two years after college).[5] The factors were: 1) major achievement in what most high schools call extracurricular activity (debate, speech, journalism, etc.), 2) high grades in high school, 3) high grades in college, 4) high scores on the ACT. Three of the four factors were found to have no predictive value. The only factor which could be used to predict success in later life was achievement in "extracurricular" activities.

The College Entrance Examination Board's Scholastic Aptitude Test was examined for its accuracy in predicting how successful a person might be at a chosen career upon graduation from college. Results show that "the SATs offered virtually no clue to capacity for significant intellectual or creative contributions in mature life."[6] That is, there was virtually no correlation between high scores on the SAT and success in life. This study also found that the best predictor of creativity in mature life was a person's performance, during youth, in independent self-sustained ventures. Those youngsters who had many hobbies, interests, and jobs, or were active in extracurricular activities, were more likely to be successful in later life. This study also found that admissions officers relied increasingly upon SAT scores. In other words, they were making mistakes.

Both studies show that test scores predict who will get good grades in college but that such academic success has *almost nothing* to do with success in later life.

Many other studies reveal nearly a zero correlation between college grades and later success in such fields as medicine, law, education, engineering, etc.[7]

For Project TALENT, one thousand 30-year-olds were interviewed in one of our most nationally representative follow-up studies. Robert Gagné summarized the findings in one terse sentence: "The evidence of these interviews suggests that high school education as a whole serves no very useful purpose."[8]

New Ways of Organizing Schools. There is ample evidence that organizing total schools in very different ways makes sense. The studies we have mentioned were made where alternative schools are "total systems." But it is important to look at results of studies which deal only with parts of a program.

An international study of mathematics achievement is of particular interest. Ordinarily, the beginning age for studying math is 6. The study shows that in some countries math instruction is delayed until age 7, and in a few instances to age 8. The study found that students who are taught math late quickly catch up with those who are taught earlier. Differences of as much as two years of instruction made no difference in math achievement. Moreover, those who have the latest initial math instruction have fewer negative attitudes toward school and themselves.[9]

In the area of remedial reading, a number of studies indicate a substantial gain in achievement after remedial instruction. Within a year these gains disappear and the child appears to have made only the progress one would expect without the remedial instruction.[10]

It has been known for a long time that scores on standardized achievement tests are very stable. Considerable reductions in time spent on reading, math, and spelling (the basics!) did not reduce achievement scores, according to a 1932 review of studies.[11] This result has been affirmed many times since.

The Plowden Report in England found that the integrated-day approach became increasingly prevalent in English primary schools after World War II. Students who did not have the usual long, thorough, carefully graded and sequenced reading, math, and writing instruction did as well as students where lesson hearing and workbooks were emphasized.[12] That stunning finding led to much interest in the open classroom in the U.S.

Numerous studies indicate that children can be very effective at teaching other students in a one-to-one situation. Typically, the studies show that the student being taught (usually younger) learns better than would be expected and that the older student or tutor learns a good deal more, even when initially weak in the subject. Teaching what one has learned to another appears to be a very effective learning reinforcement.[13]

There is a growing acceptance of different organizations for learning. Public alternative schools have increased from fewer than 10 in 1970 to more than 1,200 by 1975.[14] Parents and students who have participated in these programs are often their best advocates. The research done on alternatives indicates that hopes have been fulfilled. At least one regional accreditation association (the North Central Association) has developed new standards so that alternative schools could be evaluated and accredited. Three alternatives in the Midwest received accreditation last year under these standards. Thus the people who are pushing for new kinds of learning have strong support. In a recent review, Robert A. Horwitz compared the performance of about 75 studies of open classroom and traditional classroom students in these areas: academic achievement, self-concept, attitudes toward school, creativity, adjustment and anxiety, locus of control, and cooperation.[15] In every area the open school children did as well as or better than the traditional school students. If the open schools cost no more (and the researchers say they don't), and if the parents and children like them better (the researchers say they do), then why shouldn't the open schools have the right to exist as an alternative?

Traditional Schools/Learning

Myths About Effectiveness. Many commonly held beliefs about the effectiveness of our traditional schools are questionable. Among those beliefs are that children need to be in school five days per week, that increased expenditures to do more of the same thing will make a significant difference, that schools prepare students well for our society, and that the environment of most schools is conducive to learning.

Two little-known studies pose major questions about the necessity of so much formal school time. The Unity (Maine) School District found itself in financial trouble four years ago and decided to institute a four-day week for students to save money on busing and cafeteria costs. The staff continued with a five-day week, devoting one day to inservice training. The Maine Department of Education was upset and gave its approval for the plan only with the stipulation that extensive tests be given to compare student achievement with previous years. These tests were conducted by the University of Maine. The evaluation director's conclusion was that, with the four-day student week, "gains clearly outweighed losses when considering the grade-equivalent scores of all students tested."[16] The Maine commissioner of education congratulated the district on its "foresight and initiative."

Similar results were obtained from a study following the Philadelphia teachers' strike in 1972-73. The strike lasted eight weeks. Some schools were closed and others were open the entire time. At the end of the year, scores of students who attended full time during the strike were compared with those of students who were out the entire eight weeks. No significant differences in achievement were found between the two groups.[17]

Behind the Classroom Door. Attitude investigations show that by late elementary school age nearly 20% of children dislike school; the remaining majority "do not feel strongly about their classroom experience one way or another." One study found that even children classified as satisfied with their school experience describe it with such adjectives as "boring," "dull," or "inadequate." The children themselves may be "uncertain" or "restless."[18]

Such results lead to questions about what is happening in traditional schools "behind the classroom door." A study which used that phrase as its title listed well-known principles of learning. Researchers went into the schools to see to what extent these principles of learning were practiced. The answer was, to put it succinctly, "Inadequately."[19] This study's findings are similar to others in which teachers have been questioned about their knowledge of modern principles of learning, i.e., students should be actively involved in their own learning, students can learn from a variety of people, success leads to future success, etc. In each case, teachers appeared to know very little about such principles. Even when teachers can verbalize them, the principles are seldom applied in their classrooms.

Given such facts, it is not surprising that observers entering the average U.S. classroom find a good deal of boring activity and a sense of program dullness. In one recent study, researchers found that attitudes toward most school subjects became measurably more negative in the course of a single year.[20] Other studies have showed that, with each advancing year in school, children's evaluations of teachers and curricula as well as of themselves as people became increasingly less favorable.[21]

This finding reminds us of mental health studies which indicate that about one-third of U.S. adults are seriously ill, while another third need some attention. Only about one-third have good mental health.[22] It's not a happy record for our society – or for the schools, which are supposed to help people achieve their potential.

Clearly, people's learning and achievement capabilities are not being realized. A recent U.S. Office of Education study asked 7,500 adults questions to see if they were competent at tasks the researchers considered necessary for survival in our society. The tasks included knowing where to apply for social security benefits; how to figure which is a better bargain: one-half gallon of milk for 79 cents or a gallon for $1.10; how to read a sample ballot; etc. The study found that from 20–33% of adults could not achieve minimum levels (depending on the tasks) and that another 20–30% functioned but without proficiency.[23]

Numerous studies have looked behind adults' skills to assess their attitudes toward society. Philip Jacob tested for open-mindedness and political literacy. He found that only 20–30% of college graduates possess these characteristics of a liberal education. There was no difference in these qualities between liberal arts college graduates and those of technical colleges. Nor was there any difference between freshmen and seniors. The college experience had simply made no difference – except in the case of a very few progressive colleges.[24]

Studies of youth of high school age indicate that rather high numbers have seriously undemocratic views and tend to reject typical American ideals of liberty and opportunity for all.[25] This finding seems related to experiences of people who have used the Bill of Rights disguised as a petition to be signed. They found few takers; some people commented that it looked like a Communist document. This should not be a surprising finding, in view of the systematic denial of democratic decision making which characterizes virtually every public school in the U.S.

In some localities expensive efforts have been made to improve the schools. A few years ago John Henry Martin became superintendent of an affluent suburb near New York City. He persuaded the school board to increase the budget by 35% in order to make many school improvements. Class size was reduced, various specialists were hired, training programs were started for staff, new materials were purchased, and so on. In all, some 60 improvements were made; but the basic organization and curriculum methods of traditional schools were retained. After two years psychometricians were hired to see what difference these expenditures had made in student achievement. They found no difference.[26]

The Concern with Reading. It is hard to understand why schools go to such lengths to make excellent readers out of all students. One might as well try to make all students excellent musicians. The effort would be better spent in developing good learners, for there are many ways to learn. Unfortunately, schools concentrate on literary and academic achievement. Reading is a talent or aptitude distributed on a normal curve, just as music or art talent is distributed, and the beginning age for reading ranges from 3 to 14. In an extraordinarily valuable article, Neil Postman points out the highly political nature of reading instruction in this country.[27] Fortunes continue to be made by companies which produce massive quantities of reading curriculum material. In fact, the reading instruction materials industry is the single largest subindustry in education. But learning to read is not nearly as difficult as it has been made out to be in this country. Cynthia Brown documents the fact that Paulo Freire helped Brazilian adults learn to read in 30 hours or less with extraordinarily simple, low-cost materials.[28]

Freire's work suggests that learning to decode or learning to change symbols into words, i.e., the act of reading, amounts to a few hours of actual teaching or learning. The acts of learning addition, subtraction, and other basic arithmetic functions may require only a few hours if we work with children when they are interested in learning, have the capacity, and have a background of concrete experiences that make that learning a simple, final conceptualization of some earlier intuitive learnings. William Rohwer says that the timing on instruction is probably inappropriate for 40–50% of the students who attend our schools. This seems conservative.[29] Rohwer suggests that the prime time for most formal kinds of learning might be adolescence. Informal learning – interaction with materials, experimentation, observation, trial and error, and interaction with older and younger people – will provide an enormously potent background of intuitive learnings for the time when formal instruction begins.

"Two extensive and ambitious studies suggest that schools might best try simply to become warm and friendly places."

Fundamental Questions. All of these studies raise fundamental questions about the relationship between what is known about learning and what schools are doing. Perhaps we should consider the kind of learning that occurs before age 5. By the time the average American child enters kindergarten, he has learned two of the most complex tasks to be confronted during a lifetime: to walk and to talk. The child has learned without lesson plans, grades, extensive curriculum materials, certified teachers, etc. In fact, if these things had been used, the above-mentioned research indicates that there would have been serious learning problems. Instead, the child has role models of different ages, receives encouragement, and has people around who really care about him. The child learns!

Two extensive and ambitious studies suggest that schools might best try simply to become warm and friendly places. The Coleman Study examined 600,000 students in the U.S. in an effort to find out what factors make a difference in achievement. Only two factors were found. They were not class size, teacher preparation, per-pupil expenditures, or any of the usual factors that one would suspect. Instead, they were 1) children's sense of control over their own fate or destiny, or their sense of self-worth, and 2) the kind of socioeconomic background the children came from.[30]

A second study duplicated the Coleman work by examining 258,000 students in 9,700 schools in 20 countries and came up with essentially the same findings.[31] Obviously, schools cannot control their students' backgrounds. However, they clearly can help the child develop a better sense of control over life, at least during the hours between 8:30 and three o'clock. Schools can do a much better job of helping students experience success. They can certainly simulate the kind of families high achievers come from: warm, friendly, stimulating, encouraging, etc.

Schools and Society Out of Phase. Many studies have criticized schools for being seriously out of phase with the rest of society. James Coleman[32] believes that at the turn of the century schools performed a valuable function of information sharing/dispensing. At that time our society was information poor and responsibility rich for youth. The mass media did not exist; newspapers were scarce or came out as weeklies. Few people subscribed to them or to magazines. On the other hand, children of that era had many important responsibilities in the home, family business, or on the farm as workers and could see the direct relationship of their efforts to the well-being of the family. Coleman sees the current situation as a reversal; society is now information rich and responsibility poor for children. However, Coleman says the schools act as though society were the same – that is, information poor and responsibility rich. The schools should reexamine their character, he argues, and provide diverse experiences with opportunities for youth to learn how to handle responsibility. Schools should not worry so much about information giving, since information will flow to students through many sources.

Coleman's recommendations are consistent with those of six major studies completed by national groups between 1972 and 1975, studies which provide sweeping suggestions for change in our schools. Though each of these studies was conducted independently, there is a remarkable similarity in their final recommendations. In general, they conclude that schools are inflexible (students who know a subject still have to take a course in it); most activities in school are done in lock-step, group-paced fashion; the products of high school are not very competent as citizens, consumers, parents, and workers, and seem poorly informed about the current world while possessing troubling undemocratic attitudes.[33]

The six studies include many recommendations. They suggest what has come to be known as "action learning," which requires students to be engaged in projects involving pay-off in terms of a better life in the school or society. The studies recommend that students become deeply involved in the community – i.e., in business, internships, social service experiences, and the like. A second recommendation is that schools operate on an extended day and year basis, so that learning is increasingly seen as a lifelong process. The studies recommend competency-based graduation, which requires students to perform specific acts related to life skills. (They are *not* required to take courses teaching skills they already have.) A fourth recommendation is that secondary school be combined with college or vocational programs. Finally, these studies insist that students and parents should have a variety of programs from which to choose – i.e., alternatives.

No Help from Professors. Reformers pushing for change in public schools have had remarkably little help from professors of education. Most of the startling research mentioned in this article is never discussed or even cited in college and university classes. Harold Taylor studied a representative cross section of college and universities where teachers are educated and concluded that the typical teacher education graduate is expected to "learn what he is taught from texts which raise few fundamental questions, by teachers who are older versions of himself and what he will some day be."[34] Taylor also found that college educational experiences typically encourage teachers to continue to function within a simple concept of curriculum: a prescribed pattern of courses distributed among various subjects supposedly covering specific topics which are prerequisite for courses to follow.

With relatively few major exceptions, college people offer very little help to those trying to make fundamental changes and improvements in learning systems. Indeed, scholars often frustrate changes within their own institutions as well as in schools.[35]

Yet change must come. The research summarized in this article suggests that we should not be upset by experiments in education but should welcome them. We should support program and curriculum experimentation. We should not be afraid to be open to ideas. Each of us should try our own experiments.

It may be that current practice is the worst possible arrangement for the education of the young. Research suggests that scores on standardized achievement tests are not likely to drop in school experiments. To us, these findings suggest that the state of educational research is primitive and that our schools resemble factories turning out identical products, not programs trying to help individuals reach their unique potential.

Educators should view the curriculum not only as those experiences which the schools control for youth; the curriculum is all of life, irrespective of time and place. It needs to be recognized that learning is a lifelong process, best when self-directed.

Understanding Change. Change is difficult to understand. People who visit experimental programs or alternative programs are frequently prisoners of their past experiences. They often find the visit to experimental or alternative schools a mind-boggling experience. They cannot imagine that the results would be improved people or more responsible citizens. The conventional thinking in many regular schools is that experimental schools are places of great permissiveness and therefore of sexual license, little learning, rude behavior, etc. This does not coincide with the facts but makes for interesting gossip.

These attitudes suggest that most educators are not serious students of learning and may be unable to recognize when or how it occurs. Instead, they go on with the same dry-as-dust teach, recite, hear lessons mode that they themselves find boring.

Alternative school staffs and parents sometimes become disheartened or discouraged. Often they expect all problems to be solved by establishing a new structure or organization. It is vital that people not confuse the value of the ideas and techniques they are using with difficulties they have in actually carrying them out. Working with young people is hard work, and we always know more than we are able to do at any particular moment. Still, most surviving experimental or alternative schools find that their programs get better and better and that student/parent satisfaction increases steadily.

There is a tendency in these days of "back to the basics" for educators and journalists to regard alternative schools as a passing fad. However, a number of alternative schools have increased their respectability and have responded to demands for accountability by developing and implementing competency-based graduation requirements. The St. Paul Open School, the Cedar Rapids (Iowa) Metro School, the Alternative Learning Project in Providence (Rhode Island), and the Minneapolis Free School are only a few alternatives with such requirements. Alternative school competency requirements generally include success in both paper-and-pencil tests and "real world" tasks.

The Obstructionist Carnegie Unit. These schools also recognize the source of most present-day high school graduation requirements: the Carnegie Unit (120 hours of instruction equal one unit; 14-16 units are required for graduation). The history behind the Carnegie Unit is amusing. With the help of a $10 million grant, the Carnegie Foundation for the Advancement of Teaching spent several years investigating ways to provide pensions for college professors. Inadvertently, the foundation discovered that the average secondary school course lasted, on the average, 120 clock hours. The foundation decided to assign the name Carnegie Unit to successful completion of one such course. Furthermore, the foundation stipulated that any college wanting some of its money would have to require that applicants show successful completion of 14 Carnegie Units. The system spread like wildfire. It was almost universal within five years, and it has lasted pretty much intact for another 50.[36] Many school practices have histories equally unrelated to what we know about learning and teaching. Like the Carnegie Unit, they need to be rethought.

Change is justified. It is justified because there are problems in public schools, because research says experimentation has good results, because it can be accomplished quickly, because parents and students want choices.

The real barriers to educational change are states of mind among leaders in American education. Despite these barriers, many people have been able to get exemptions from state regulations or interpret new practices to fit the state regulations – or simply confront them as obsolete.

Changes can be made in public schools. There are models, customers, and support. Those who want public schools to survive but refuse to help make major changes should think about the dinosaurs' experience. The dinosaurs did not change to meet new requirements. They are extinct.

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Meeting Student Needs: Evidence for the Superiority Of Alternative Schools

by Gerald R. Smith, Thomas B. Gregory, and Richard C. Pugh

Alternative schools come closer to satisfying student needs than do conventional schools, say the authors after studying 13 schools in four states. In fact, the differences between the two types of schools were amazingly large.

Meeting the needs of students is the purpose of schools. Most parents, students, teachers, and administrators are likely to agree on this point even though they may differ on what those needs are and how to meet them. We have used one definition of student needs, Abraham Maslow's hierarchy of needs,[1] to develop an instrument called the Statements About Schools (SAS) Inventory. The SAS is designed to assess how well a school is satisfying the needs of its students as judged by both its students and teachers. It has enabled us to state with some confidence that alternative schools come closer to satisfying student needs, as defined by Maslow's hierarchy, than do conventional schools.

During the 1970s hundreds of alternative schools sprang up in public school systems throughout the U.S. One justification for these schools was that they comprised clear, legitimate alternatives to conventional school programs. Yet the specific nature of the differences between conventional and alternative programs has never been clearly identified.

Environmental characteristics should be one source of variance. Although a number of instruments have been developed to identify environmental factors,[2] none is able to measure how well alternative schools are meeting the needs of their students or, even more interesting, to compare their success in meeting student needs with the success of conventional school programs. Since this comparison was a major goal of our study, the SAS was specifically designed to accomplish this task. We shall describe it briefly.

The SAS Inventory

Analysis established that the SAS was highly correlated with the Quality of School Life Questionnaire (r = .70 to .78), our measure of concurrent validity.[3] Regarding reliability, the SAS achieved Cronbach alphas ranging from .83 to .97. The instrument contains four scales corresponding to the top four levels of the Maslow needs hierarchy.

Security Needs. This scale focuses on students' needs for a stable, orderly, and controlled environment that minimizes physical and psychological threat and fosters a sense of well-being. A high score on this scale suggests an environment that emphasizes control and order without necessarily being oppressive. A low score suggests an environment that places little emphasis on control and order (though not necessarily a chaotic one).

Social Needs. This scale measures the extent to which a school provides opportunities for students to establish friendships with peers and adults and fosters feelings of belonging to a group. A high score on this scale indicates an environment that emphasizes building social relationships and encourages feelings of belonging and being liked by others. A low score suggests an environment that does little to encourage the socializing function but is not necessarily antisocial.

Esteem Needs. This scale measures how well a school helps students to feel capable of being successful and reaching important levels of achievement. A high score reflects an environment that provides many avenues to success and lessens the likelihood of failure. A low score indicates an environment that places little emphasis on achievement and status but not necessarily one laden with failure and degradation.

Self-Actualization Needs. This scale measures how well a school helps students grow in personally meaningful and satisfying ways toward the goal of becoming more complete and integrated human beings. A high score suggests an environment that enhances personal growth and emotional maturity. A low score reflects an environment that treats these goals more casually but is not necessarily inhumane.

To complete the SAS, students and teachers do two separate Likert-scale sortings of identical sets of 40 statements.[4] The first, reflecting their judgments of how well their actual school is meeting student needs, yields a Needs Satisfaction (Actual) score. The second, indicating their individual perceptions of their ideal schools, those they would most like to attend or to teach in — yields a Needs Satisfaction (Ideal) score. A third score, which we term Adjusted Needs Satisfaction, is derived through regression analysis and denotes the relationship of "actual" scores to "ideal" scores.[5]

Since space prohibits interpreting all of these scores, we are using the Adjusted Needs Satisfaction scores in this article, because they tend to compensate for idiosyncratic differences in individuals' responses to an instrument such as the SAS. To better understand the usefulness of the adjusted scores, imagine two students who have very similar perceptions of their actual schools but very different perceptions of their ideal schools. We would define the student whose actual score more closely matches his or her ideal as being the more satisfied of the two.

Once we obtained the average scores for both students and teachers on each SAS scale for each school, we converted these two sets of scores into standard scores; i.e., the mean of each scale equals 50 and the standard deviation equals 10. Because students and teachers represent such different populations, we compiled standard scores separately for each group. As a result, comparisons across the groups cannot be made using these data.

The Schools

Altogether, seven alternative and six comprehensive high schools in four states participated in the study. We did our best to identify schools in both samples that would be judged good or very good by most educators. Most of them are a source of pride to their communities. A brief description will suggest their variety. In size, the schools ranged from about 50 students to more than 2,800. Five of the six comprehensive schools were larger than any of the seven alternative schools, although one alternative did have an enrollment of 1,200 students. Seven were

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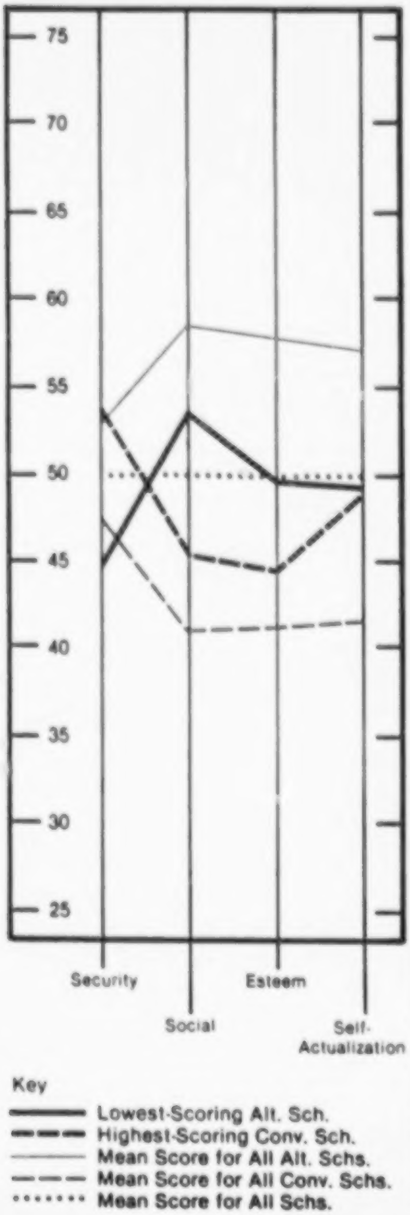
located in large metropolitan areas, two were in suburbs, and four were in small towns.

The comprehensive schools made available a full range of curricular offerings, while the alternatives, with two exceptions, offered a more limited range of subjects. Six of the alternatives were housed in their own facilities; one was a program within a large comprehensive high school of 3,200 students. Only the alternative program in this school was included in our study.

Figure 1. Comparisons of the Lowest-Scoring Alternative and the Highest-Scoring Conventional Schools and the Mean Scores for The Two Groups of Schools (as Judged by Students)



The racial/ethnic composition of the student bodies of the schools varied considerably. Among the seven alternative schools, three were predominantly black; one maintained, by choice, a 50-50 racial balance. Of the six comprehensive schools, five were predominantly white and one had a small percentage (10% to 20%) of blacks and other minority groups. Four of the seven alternative schools worked primarily with students who had experienced some problems functioning in a comprehensive school environment.

Philosophically, the alternative schools represented quite different ideologies. Several were informal and personal in nature, but one represented a traditional, back-to-basics orientation. None was ultra-liberal or ultra-conservative. Two of the schools had highly structured behavior modification programs. All the alternatives were available to students by free choice.

The schools, by design, did not constitute a homogeneous group. A wide range of differences existed within each set although the comprehensive high schools, perhaps predictably, were more alike than were the alternatives. Altogether, 459 alternative school students and 104 of their teachers participated in the study, while 622 conventional school students and 379 of their teachers did so.

Our Findings

Perhaps the simplest way to begin a presentation of our major findings is to start with just two schools: one alternative school and one conventional school.

The student scores for these two schools were about what we had expected to find (see Figure 1). We had visited and worked with a variety of alternative schools for several years. The fruits of simple but powerful ideas such as choice and variety had repeatedly impressed us. Also, in an earlier study of interview data collected from students and teachers in alternative schools, we found evidence of environmental characteristics that differed considerably from those usually associated with conventional schools.[6] Consequently, we suspected that most alternative schools would satisfy students' needs better than most conventional schools.

Nevertheless, the results depicted in Figure 1 are startling because these are not two "typical" schools. Rather, they are the *lowest*-scoring alternative school and the *highest*-scoring conventional school, as judged by their students. In other words, students in the alternative schools were much more satisfied with how well their schools were meeting their needs than were students in the conventional schools. This generalization is demonstrated clearly by the means of the two groups of schools, also shown in Figure 1.[7]

The differences in comparable scores for teachers in these same two schools, displayed in Figure 2, are *very large*. The teachers in the *lowest*-scoring alternative school are far more satisfied with their success in meeting students' needs, especially on the top three scales in the hierarchy, than are their counterparts in the highest-scoring conventional school. It is important to understand that the highest- and lowest-scoring schools were selected on the basis of student scores; they are not the highest and lowest schools as judged by teachers. Indeed, the teachers in this one conventional school are actually below the mean for the entire conventional school group on every scale; the alternative school's teachers are appreciably below the mean of their group on only one scale. The differences in mean scores between the two kinds of schools on the top three SAS scales are all statistically significant ($p < .05$). These results are summarized in Table 1.

Clearly, as Table 1 demonstrates, alternative school students and teachers report that their schools are doing a better job of meeting the higher-level needs of their students. However, the most intriguing finding is the lack of significant differences between the two types of schools in meeting security needs. Alternative schools have long been accused of placing too little emphasis on order, control, and stability. Our data do not support this criticism.

Table 1. Results of Analyses of Variance of Differences in Adjusted Needs Satisfaction Scores for Both Students and Teachers in Conventional and Alternative Schools

SAS Scale	Group	Conv. Schs. (N = 6)		Alt. Schs. (N = 7)		F(1,22)	p
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
Security	Students	47.4	11.6	52.2	8.7	1	N.S.
	Teachers	45.8	10.3	53.6	8.8	2.02	N.S.
Social	Students	41.0	5.7	57.7	4.8	19.87	.01
	Teachers	43.2	8.7	55.8	7.1	11.42	.01
Esteem	Students	41.4	6.3	57.4	5.3	17.05	.01
	Teachers	43.3	4.4	55.7	10.0	10.25	.01
Self-Actual.	Students	41.8	6.1	57.0	6.8	12.49	.01
	Teachers	44.4	4.9	54.8	11.0	5.87	.05

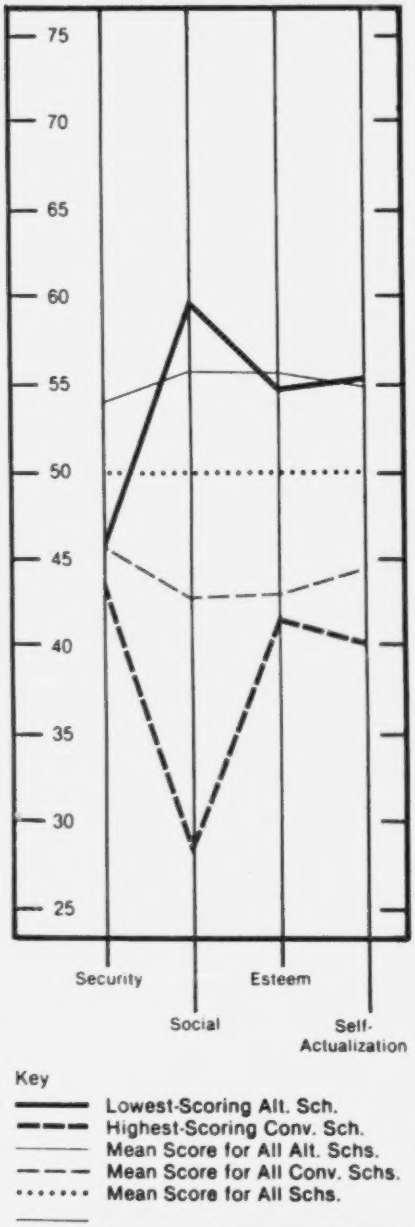
Figures 3 and 4 complete our sketch of these 13 schools. Figure 3 displays the areas bounded by the extreme scores on each scale for each group of schools as judged by students. In other words, every school's score on every scale falls somewhere in the shaded area for its group. We find the absence of overlap remarkable. Even in the area of security, the presumed weak point of alternative schools, there is little overlap.

Figure 4 summarizes similar data for teachers. Here more overlap occurs between the two types of schools. Teachers in some conventional schools we examined are more satisfied with the degree to which they are meeting at least some of their students' needs than are teachers in some alternative schools. Generally, however, alternative school teachers are clearly more satisfied with the job they are doing in this important area. Some of the lower scores among alternative school teachers seem to be caused not so much by low estimates of what the school is actually doing as by the inordinately high ideals the teachers in some alternative schools hold.

What is the explanation for these differences in levels of satisfaction? Other data, not reported here, indicate that alternative and conventional school students share a common ideal of the degree to which schools ought to be helping them grow as human beings. Teachers in the two kinds of schools also generally agree about what their schools should be doing to meet students' needs. Alternative schools have a clear and impressive edge, however, in the extent to which actual practice matches the ideals held.

What accounts for these dramatic contrasts in public schools? Is the SAS biased toward alternative schools? We think not; during an early stage of development of the instrument, items were included or omitted on the basis of reactions of both

Figure 2. Comparisons of Teachers' Judgments in the Lowest-Scoring Alternative and the Highest-Scoring Conventional Schools (as Judged by Student Scores)*



*Readers should note that highest- and lowest-scoring schools were selected according to student judgments; they are not the highest- and lowest-scoring schools as judged by teachers.

Figure 3. Comparison of the Complete Distribution of Scores For All Alternative and All Conventional Schools (as Judged by Students)

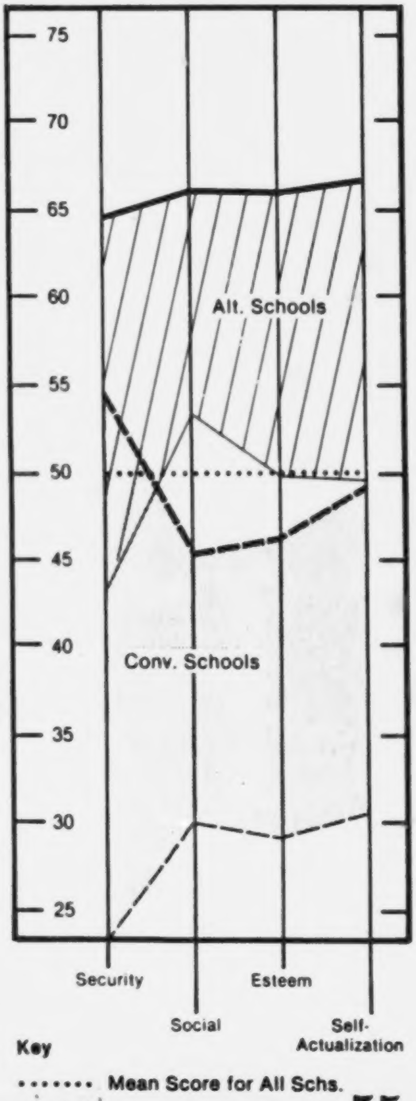
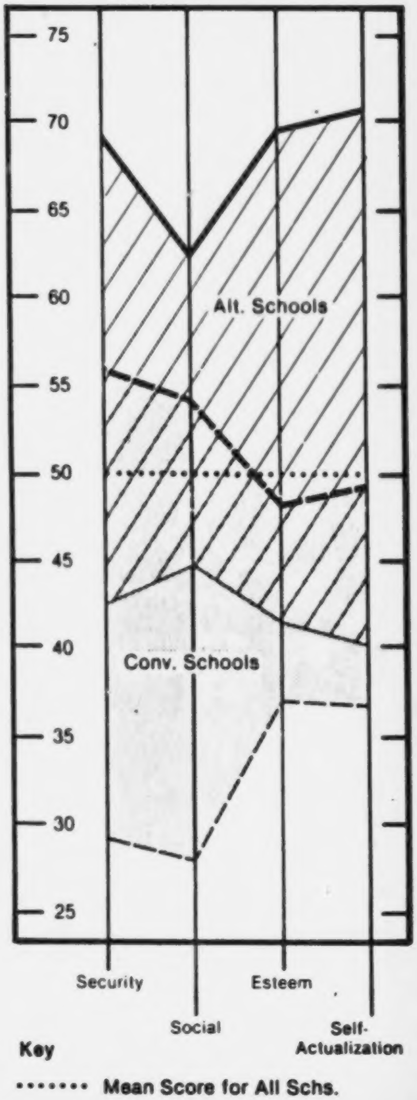


Figure 4. Comparison of the Complete Distribution of Scores For All Alternative and All Conventional Schools (as Judged by Teachers)



alternative and conventional school teachers.

Is school size one of the explanatory factors? The evidence, though limited, does not suggest this. One of the highest-scoring schools in the alternative sample was a very large back-to-basics school. However, all the conventional schools were large, and size of school remains a potentially confounding variable. This back-to-basics alternative school also tends to dispel the notion that informality is a factor since, in our judgment, the school was more highly structured than any of the conventional schools we visited.

Was our sample of conventional schools unusually weak? No, we think that most observers would find that the conventional schools we studied have sound, even above-average programs. Several have reputations that encourage people to locate in their communities because of the quality of the schools. They are, by most measures, good schools.

Are the alternatives we examined unusually strong? One or two have very good reputations, but this factor seemed to have little bearing on their ranking. A disinterested observer would not be likely to identify the high-scoring alternatives through typical observation techniques because of large differences in philosophy, structure, program, and administration.

Are we really measuring something else — perhaps permissiveness? Again, we point to the high scores of the back-to-basics alternative school. We also compared the responses of teachers and students who judged their school "strict" with those who judged it "relaxed." The differences were not significant on this variable ($p > .05$).

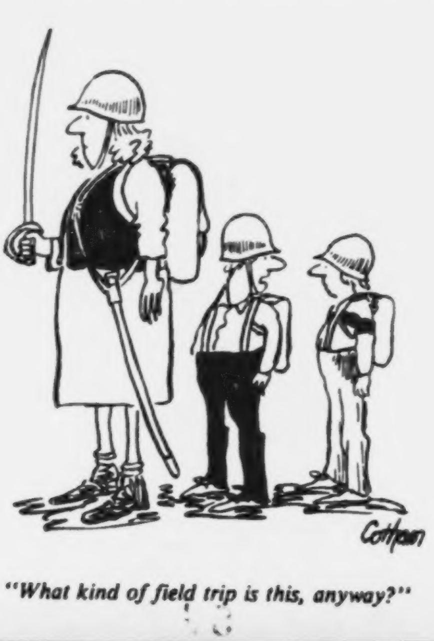
Are we simply picking up a Hawthorne effect in a group of relatively new programs? Definitely not; three of the alternative schools are about 10 years old, placing them among the first such schools established in the U.S. In addition, we looked at the effect of length of tenure (for both students and teachers) in both kinds of schools. Again, we found no significant differences. In all the above areas, as well as several others we have not discussed, the data hold up under the severest scrutiny we have been able to bring to bear.

We really cannot identify a *cause* for such differences since our study was not designed to establish causality. There is, however, only one variable that *all* the alternatives have in common: free choice. Teachers and students have freely chosen to work and study in these schools. The "ownership" of and identification with these schools that seem to result from the simple act of choosing is the variable to which we are most inclined to attribute the large differences we found, but this conclusion must remain speculative for now.

Again, we did not expect such marked differences between these two groups of schools. We found very large differences in the degree to which the 13 schools meet students' needs for friendship and belonging, for achievement, and for self-actualization and personal growth. Alternative school students were far more satisfied with their growth opportunities in these three areas than were conventional school students. In addition, they were as satisfied as their conventional school counterparts with the amount of control and order in their schools.

Teachers in alternative schools share with their students the view that their schools are more successful in meeting students' needs, but little has been said about what these schools do for teachers. In a recent *Kappan* article James Lytle concluded that one alternative school, the Parkway Program in Philadelphia, was highly regarded as a workplace by its teachers because it provided more of the working conditions teachers value than do most schools.[8] Just as they are for many students, alternative schools seem to be more sensible, productive environments for many teachers. Our data suggest that many teachers now working in and committed to conventional schools would be likely to experience more success in alternative environments.

This study shook a number of our convictions about schooling. Schools need not be small to meet students' needs. They need not be informal. Indeed, the type of program or instructional format does not seem to make a difference in meeting human needs. As we mentioned earlier, the only characteristic of alternative schooling that seems to hold up throughout our data is the concept of free choice. Common sense leads one to conclude that individuals are more likely to value and see merit in programs they elect to attend than in those imposed upon them. But it's a good deal harder to understand why alternative school programs, which actually put into practice this concept of free choice that is central to our society, are still more likely to be viewed as aberrations to be ignored rather than as exemplars to be emulated.



"What kind of field trip is this, anyway?"

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1. Abraham Maslow, *Motivation and Personality*, 2nd ed. (New York: Harper and Row, 1970).

2. For examples, see: Herbert Walberg, "Social Environment as a Mediator of Classroom Learning," *Journal of Educational Psychology*, December 1969, pp. 443-48; Joe M. Steele, Ernest R. House, and Thomas Kerins, "An Instrument for Assessing Classroom Climate Through Low-Inference Student Judgment," *American Educational Research Journal*, May 1971, pp. 445-66; R. L. Sinclair, "Measurement of Educational Press in Elementary School Environments," paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 1969; Joyce L. Epstein and James M. McPartland, "The Concept of the Measurement of the Quality of School Life," *American Educational Research Journal*, Winter 1976, pp. 15-30.

3. Epstein and McPartland, op cit.

4. The actual procedure requires individuals to sort 40 statements into five piles labeled: almost always fits my school, often fits my school, occasionally fits my school, seldom fits my school, and almost never fits my school. The statements are assigned a score ranging from five points (almost always) to one point (almost never). Scale scores are then calculated from the assigned values.

5. The adjusted score was derived from a simple regression equation for students and a separate regression equation for teachers. The ideal school means served as the predictor variable and the actual school mean as the criterion variable. Residual scores are calculated for both students and teachers in each school.

6. Gerald R. Smith, Marion McCollum, and George Barclay, "Student and Teacher Perceptions of the Operative Values of Public Alternative High Schools," paper presented to the Fourth Annual H. L. Smith Research Conference, Indiana University, Bloomington, 1979.

7. Note that, when using standard scores, the line on each graph representing a score of 50 is the mean for the entire group of 13 schools.

8. "An Untimely (but Significant) Experiment in Teacher Motivation," *Phi Delta Kappan*, June 1980, pp. 700-702.

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Alternatives for the Eighties: A Second Decade of Development

by Robert D. Barr

Alternative schools have become firmly implanted in the mainstream of public education in the last decade, says Mr. Barr. In fact, they are being used to address the most serious problems confronting the schools. What's ahead for this vigorous movement? A decade of diversification, he predicts.

During the past decade the concept of alternative schools has emerged as the reform strategy with the greatest potential to improve public education. Consequently, it is now being used to address the most serious problems confronting public education.

Alternative schools have been successfully used to assist in the desegregation of urban schools. They have been used to reduce school violence, vandalism, and disruption. They have served as a way of increasing parent and community involvement in public education. Alternative schools have been adopted by back-to-basics advocates and have been used to explore the demand for effective learning and accountability. Most important, alternative schools have proven their effectiveness in meeting the distinctive instructional needs of a wide variety of students. Both gifted students and school dropouts have been shown to learn better in alternative schools than they did in conventional schools. No other idea has been used so effectively during the past decade to address so many disparate problems in education.

In addition, alternative schools have been used as experimental laboratories for field-testing and validating new educational concepts. It is here that public schools have experimented with written evaluations instead of letter grades and have perfected the concepts of peer tutoring, social internships, and a variety of out-of-school learning programs. Alternatives have, in fact, been instrumental in moving education out of the classroom and into businesses, social agencies, museums, and government offices. The concepts of a school without walls, a school-within-a-school, the Walkabout, and Challenge Education were all developed in alternative school settings. Alternative schools have been used to develop experimental curricula for gifted and talented students, pregnant students, disruptive students, students from different cultures, and students interested in a multitude of careers. Alternative schools have also experimented with the development of a number of different learning models: Summerhill education, open education, individualized continuous progress education, fundamental education, experiential education, and behavior modification. Not since the Eight-Year Study has so much experimentation, development, and documentation occurred in public education.

To the alternative school movement goes the credit for making Montessori education available within the domain of public education. This alone has enriched the public schools. Already students can attend Montessori public schools in Cincinnati, Houston, Indianapolis, and several other urban school districts. Surely during the 1980s Montessori public schools will be a choice in almost every school district in the U.S.

It is also possible to view alternative schools as a competitive response to urban decline. As large numbers of city dwellers have abandoned the cities and their schools in favor of suburban public schools and private and parochial schools, there has been a competitive effort in most American cities to retard this migration. The tactic most frequently employed by urban school districts is the development of large numbers of alternative magnet schools that offer nearly everything the private academy or parochial school has to offer and, more important, are supported by tax dollars. Magnet schools have become the "elite private academies" within public education. The hope, of course, is that these "elite" public schools will help to retain middle-class families — black, white, and brown — in urban public schools.

Perhaps most remarkable of all, in spite of a decade of rampant inflation, taxpayer revolts, tax cuts, defeated bond elections, and decreasing enrollment, alternative schools have continued to grow in substance and in number throughout the U.S. During the past decade especially, alternative schools have been as carefully evaluated as any other idea in American education; important research projects have been conducted in alternative schools.[1] Alternative schools have been mandated by legislation in a number of states, recognized and accredited by the North Central Association of Schools and Colleges, and supported by parents in every Gallup poll on the schools in recent years.

In 1968 there were only a dozen or so alternative schools in operation in the U.S. Today there are thousands, and the number continues to grow; some two dozen national associations are active in the area as well as a number of well-organized state associations.[2]

In a little more than a decade, the concept of alternative schools has changed from a radical idea to a conservative response to local school problems. It has evolved from a grassroots movement generated simultaneously in a few scattered communities across the U.S. to a truly national movement. As recently as 15 years ago, there were *no* books on the topic; today there are hundreds of books and articles on the topic, dozens of doctoral dissertations, a growing number of major research reports, and hundreds of local school evaluations. During the 1970s nearly every major education journal devoted a special issue to alternative schools, and such diverse magazines as *U.S. News & World Report* and *Better Homes and Gardens* have explored the issue.

Unfortunately, the news is not all good. There is a darker, less optimistic side to the development of the alternative school movement. A large number of public school systems have not developed any alternative schools; outside urban areas, the vast majority of those that have done so provide only one or two small alternative programs for a few students. Despite the massive development of alternative schools during the last decade, fewer than 5% of U.S. schoolchildren have had the opportunity to enroll and participate in such programs. More surprising, the majority of teachers, ad-

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ministrators, parents, and even graduate students in education may never have heard of alternative schools. And those who *are* aware of alternatives may have an inaccurate understanding of the concept. Alternative schools have often been used — misused, actually — for unfortunate purposes. They have been used as dumping grounds for students labeled as disadvantaged, deprived, disruptive, or dull. Some alternative schools are little more than grim detention centers. Some states equate alternative schools with special education. In other school districts, alternatives for the gifted and talented have shunted the best and the brightest of our students into special programs.

The ideal of diversifying the whole of public education into a system of optional alternative schools and programs serving all youth has simply not materialized. While many cities have an exciting range of alternatives, nowhere has the monolithic uniformity of public education truly given way to a diverse "system" of alternatives. At their best, alternative schools have functioned as an exciting laboratory where unique and often daring programs are conducted and evaluated. At their worst, alternative schools represent some of the most unfortunate tendencies toward social tracking, political manipulation, and educational hucksterism.

There has always been confusion over alternative schools, particularly the terminology used to describe alternatives. The term "alternative" has been used to describe nearly every type of school imaginable, and even that term is used interchangeably with "magnet schools," "schools of choice," "voucher schools," and "options." More than 150 different types of schools have been identified as "alternatives." But if the terminology is confusing, the concept of alternatives is based on a rather simple, straightforward set of assumptions: Different people learn in different ways. Different teachers teach in different ways. It is important not simply to match learners with teachers but to develop an educational system in which parents, students, and teachers can *choose* the type of program they believe to be in their best interests.

The impact of this "simple" idea on public education has been profound. American schools have traditionally permitted little choice among options. They have assigned teachers, students, and parents, often arbitrarily and on the basis of where they might happen to live, to uniform and monolithic educational programs. In such a system the development of alternative schools has led to a dramatic change in perspective. The impact of this change in perspective has yet to be determined. Alternative schools may well offer the most promising area of development in all of public education, but care must be taken to scrutinize and evaluate alternatives so that they are not misused — either at the expense of those students enrolling in them or at the expense of the many effective conventional public schools.

Trends for the Eighties

The 1980s offer considerable cause for optimism in the area of alternative schools. As the decade begins, at least four areas seem to hold a great deal of promise.

Alternative Schools as a Strategy for School Reform — What may well be the most important aspect of the alternative school movement is often overlooked: its effectiveness as an institutional change strategy. Seymour Sarason said it best when he wrote, "It's easier to start a new school than to change an existing one."[3] After a decade of frustration during the 1960s, during which public education, the federal government, and the major foundations tried almost every conceivable diffusion, dissemination, and change model, research in the early 1970s indicated that public education had resisted all of those efforts and remained largely unchanged.

But in the 1970s the alternative school movement provided a new area for development. It now seems clear that public schools, by using the concept of alternatives, can achieve what proved so elusive during the Sixties: namely, enduring, innovative educational programs based solidly on educational theory and research. These new, distinctly different types of schools *can* be developed within public education; they have defied many of the research conclusions of the 1960s. For example, the literature of educational change in the 1960s maintained that a dynamic principal was a key element in school reform; when the principal left a school, most of the gains accomplished would soon be lost. A number of alternative schools (e.g., Philadelphia's Parkway School, the St. Paul Open School, and Learning Unlimited in Indianapolis) have survived — and prospered — despite changes in school leadership. And researchers are being forced to reconsider their earlier findings.

But the development of new public alternative schools represents only a part of the anticipated impact on American education. Educators specializing in alternatives have long hoped that the development of these schools would have a dynamic effect on all other schools in a particular district, that alternatives could act as catalysts in comprehensive school reform. And while this is occurring in certain situations, some data suggest just the opposite, i.e., that alternative schools may in fact "bleed" other schools of teachers, students, and resources.[4] It is too soon, of course, for any final judgment. At the very least, though, public education now has a tried and tested technique for improving local schools. And the potential exists for an even greater impact in the coming decade.

Alternative Schools as a Means of Reducing Violence, Vandalism, and Disruption — Recent reports indicate an intriguing relationship between alternatives and declines in school violence, vandalism, and disruption. This relationship first gained national attention during the 1976 investigations by the U.S. Senate Subcommittee on Juvenile Delinquency. Many of the witnesses who appeared before the subcommittee recommended alternative public schools as a solution to violence and vandalism; the subcommittee's final report endorsed the strategy.[5] By the late 1970s alternative public schools were generally perceived as "the single most agreed upon recommendation of educators for the resolution of school vandalism and violence. . . ."[6]

Research and evaluation data have revealed a surprising lack of physical violence and vandalism in alternative schools. This is even more surprising since many of the schools are serving students who have been labeled as "hard-core" offenders. The following five categories suggest some of the findings in this area.

1. *School size.* Research has consistently shown a high positive correlation between small school size and low teacher/student classroom ratios and reduction of school crime.[7] Since many alternative schools have fewer than 200 students, they are better able to treat students individually. It is not surprising that one study found an "almost total lack of violence in alternative schools."[8]

2. *Caring and competent teachers.* Research on the importance of "significant others" in influencing behavior has verified the importance of positive, caring relationships between teachers and students. An impressive number of research projects and local school evaluations indicate that alternative school teachers are more caring and seem to be more student-centered.[9]

3. *Student success in school.* The relationship between poor academic achievement (regardless of socioeconomic background) and disruptive or delinquent behavior, both in school and out, is well documented. Many alternative schools have been designed precisely to provide academic success to youngsters who are far below grade level in reading and who have rarely experienced success in school. Research indicates that these efforts have been effective.[10]

4. *Enhancement of self-concept.* A survey of the literature on juvenile delinquency, school discipline problems, and dropouts indicates that many such students have feelings of low personal esteem and a negative self-concept.[11] One of the most promising approaches to remedying school vandalism and disruption could well be to improve students'

"Alternative schools have emerged as one of the most promising remedies for correcting segregation in our schools."

self-concepts. Most alternative schools have attained impressive successes in this effort.[12]

5. *Student decision making.* Student involvement in decision making appears to have a positive effect on reducing student discipline problems. Recent studies in the area of school political systems also support the importance of student decision making in reducing school crime.[13]

Perhaps the most promising development in this area is a recent study at the University of Michigan that suggests: "It is probably practical and possible to implement some of the policies and practices of the alternative school programs (that have been demonstrated so effective in dealing with violence and vandalism) in traditional, conventional high schools. To do this, there need not be radical restructuring."[14]

Alternative Schools' Contributions to School Desegregation — During the last 15 years, when desegregation represented the most difficult challenge facing public education, alternative schools have emerged as one of the most promising remedies for correcting segregation in our schools. Usually referred to in this context as magnet schools, alternatives have been specifically designed to attract students from different racial backgrounds and have offered an attractive alternative to arbitrary forced busing.

Unfortunately, some critics believe that "magnet schools have almost always been used to avoid or somehow deflect court-ordered desegregation efforts. . . . In the main the magnet school movement has emerged as a direct and sometimes creative response to court-ordered desegregation."[15] Nonetheless, all levels of the federal government have encouraged their development. And, although there has been considerable disagreement among various federal officials, magnet schools have become a major program in U.S. urban school districts.

The growing involvement of the federal courts in public education has led to considerable confusion regarding magnet schools. Federal judges have expressed opposing points of view on this subject.[16] In Minneapolis, the courts approved a voluntary magnet school program as part of a larger desegregation plan. In other cases — Los Angeles, Houston, Dallas, Milwaukee, and San Diego, for example — federal judges have issued court orders requiring the creation of magnet schools. In cities such as Cincinnati, Seattle, Chicago, and Indianapolis, alternatives were developed in the midst of litigation and were clearly an effort to avoid additional court action. A few cities (including Cambridge and St. Paul) have developed magnet schools voluntarily. Still other magnet school plans — in Dayton, Columbus, Cleveland, and Wilmington — have been rejected by federal courts.

Research has begun to provide some insights into the effectiveness of magnet schools. A recent study by ABT Associates of magnet schools in 18 school districts concluded that magnet schools are an important component of urban desegregation plans. The report stated: "Only a limited amount of desegregation can be attributed to magnet schools. However, magnet schools can be an effective desegregation device when used as a component of a comprehensive, districtwide desegregation effort, and when used in districts with fewer difficulties for desegregation. . . ."[17]

It has become evident that parents cannot be forced (at least for long) to bus their children to mediocre or poor schools. The availability of high-quality magnet schools seems to help retard "white flight" to suburban and private schools. There are, however, a number of thorny problems regarding magnet schools:

1. Magnet schools have been criticized for failing to assist the minority and poor youths who have been the focus of court desegregation orders. Too often magnet schools have been specifically designed to attract and hold middle-class youth. Such an idea, besides having serious legal implications, has angered minority leaders. As Charles McMillan has said, "If magnets are to prove their worth as a desegregation remedy, they must demonstrate, first and foremost, their ability to educate the minority child and the poor child whose rights have been denied."[18]

2. Many urban educators are concerned that magnet schools serve as a "brain drain" to skim away the best students and unnecessarily impair other schools. Clearly, the greatest concern is that magnets "deny the minority community of its best students and thus further 'ghetto-ize' the black community."[19]

3. Since most magnet schools have been created in the midst of court-ordered desegregation, the vast majority have been developed too rapidly, with little or no time for staff and parent training or curriculum development. As a result, many "special theme" magnets have failed to develop their unique curricular programs.

The crucial question is, Can magnet schools be developed that are different from one another and from the comprehensive programs available in their school districts? This distinctiveness is often missing in existing magnet schools.[20] Alternative schools have too often been built on the assumption that they provide better, higher-quality education than other schools in a district. This assumption is not always true.

Recent developments may generate an increased reliance on magnet schools as a means of achieving school desegregation. Following his landslide victory, President Ronald Reagan stated that "busing doesn't work"; Congress recently passed legislation directing the Justice Department not to initiate or intervene in school desegregation cases that involved busing as a remedy. Regardless of the outcome of the "forced busing" issue, magnet schools will continue to represent the most acceptable of the "three most promising" approaches currently being used to desegregate urban schools.[21]

Alternative Schools' Contributions to the Back-to-Basics Movement — For 17 years scores on the Scholastic Aptitude Tests have been declining. The National Assessment of Educational Progress reported in 1975 that 12 of every 100 17-year-olds were functionally illiterate and that only 10 of every 100 could calculate a simple taxi fare. In addition, schools are now reporting all-time highs in absenteeism, drug and alcohol use, and teenage suicide. These and other equally disturbing reports have given impetus to a return to fundamental, back-to-basics education. In fact, Vernon Smith of Indiana University reports that these back-to-basics alternative schools are increasing at a faster rate than any other kind of alternative.[22]

James J. Kilpatrick, the syndicated columnist, recently focused on the five "traditional" schools that have been developed in Louisville, Kentucky. "One of the most interesting experiments in American education went into its fifth year in Louisville this month," he reported. "With every passing semester, the city is demonstrating to a skeptical world that old-fashioned education is still in demand."[23] The five fundamental schools in Louisville include three elementary schools, each with a student body of approximately 600. Some 1,125 students attend a fundamental middle school, and the fundamental high school enrolls approximately 1,400 sophomores, juniors, and seniors. Each school concentrates on a rigorous core curriculum including read-

"... [A]lternative school students did as well as or better in cognitive development than students in conventional programs."

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ing, writing, arithmetic, science, history, language, and social studies. Two years of a foreign language — including one year of Latin — are also required. Like other back-to-basics schools, there is daily homework and a firm policy on behavior.

Many other alternative schools, while not characterized as back-to-basics alternatives, have nonetheless been influenced by today's emphasis on cognitive proficiency. A 1974 report on alternative schools, funded by the Ford Foundation, found that alternative school students did as well as or better in cognitive development than students in conventional programs.[24]

Finally, two recent publications have attempted to analyze and summarize evaluations of optional alternative schools. One report examined the evaluations of six schools, generally recognized as exemplary alternatives, that had been in operation for at least three years. The report concluded:

> Each of the evaluations that measured cognitive achievement found most students to be learning at a rate consistent with or higher than the district norm. Higher grade-point averages, increased Scholastic Aptitude Test scores, and student gains in reading and math levels characterized the findings. In short, it appears that, in each of the schools that were analyzed, one could be assured that most students would achieve at least as well, if not better, than in the comprehensive school available to them.[25]

A similar conclusion was reached in a report by the Educational Research Service, which synthesized evaluation data from more than 25 alternative schools representing a wide variety of options. The report concluded: "In most cases, the academic achievement of students improved or remained stable. . . ."[26]

These evaluations suggest that alternative schools seem to have many of the same academic goals as traditional schools but are pursuing these goals in very different ways.

Conclusion

Alternatives have come a long way during the past 12 years. When the concept was first developed and tried in public schools by groups of parents, teachers, and students who were willing to experiment, there was little or no research and evaluation to support their ideas. Yet these pioneers were willing to take the risk.

Now a decade of documentation, research, and evaluation has proven them right. We now know that people learn in different ways; when schools are able to develop programs designed to meet individual needs, impressive gains occur. We now know that all children do not need 50-minute classes and standard textbooks; some do not even need teachers. Some students learn best in individualized learning carrels; others learn best outside of school. Some students need a desk, visual aids, dictionaries, and libraries; others do not. Some students need rigorous structure to learn; others demand maximum flexibility.

We know that student attitudes can be enriched and self-concepts improved. Not only do we know that it happens, but we have better insights into why it happens. We know that students who do not meet the usual requirements for college entrance can go on to college and succeed. We know that students can study in programs that differ dramatically, yet they can still compete equally with students in traditional programs. Parents can now enroll their students in a wide variety of different educational programs and feel comfortable about their decisions.

The coming decade offers considerable promise for experimentation, development, and research in the area of alternative schooling. It is quite likely that public education will continue to move away from a single, monolithic educational program for all students and toward a diverse system of educational alternatives in the schools and in the community. The Eighties may well fulfill the vast promise of the alternative school movement and become the decade of diversification for public education. The time is certainly right. Alternative schools have come of age.

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1. For the best summary of research on alternative schools, see William Hays Parrett, "An Investigation of Teachers' and Students' Perceptions of Instructional Practices in Nationally Recognized Alternative Schools" (Doctoral dissertation, Indiana University, 1979), Chap. 2.

2. National School Boards Association, *Research Report: Alternative Schools* (Washington, D.C.: NSBA, 1976).

3. Seymour Sarason, *The Culture of the School and the Problem of Change* (Boston: Allyn & Bacon, 1971).

4. There is conflicting information on this point. The Lilly Endowment has recently funded the Institute for Development of Educational Activities (/I/D/E/A/) for a project to use what has been learned in one of the nation's best alternative schools, Learning Unlimited of Indianapolis. The findings will be applied to an effort to improve secondary schooling in the Midwest. For evidence that alternative schools contribute to a decline in public education, see ABT Associates, Inc., *Final Report: Study of the Emergency School Aid Act Magnet School Programs* (Washington, D.C.: U.S. Office of Education, 1979), p. 11.

5. Sen. Birch Bayh, *Report of the Subcommittee to Investigate Juvenile Delinquency* (Washington, D.C.: U.S. Government Printing Office, 1977).

6. National School Public Relations Association, *Violence and Vandalism: Special Report* (Arlington, Va.: NSPRA, 1975). For a comprehensive summary of research regarding the relationship between alternative schools and violence, vandalism, and delinquency, see *Program Announcement: Prevention of Delinquency Through Alternative Education* (Arlington, Va.: Office of Juvenile Justice and Delinquency Programs, Department of Justice, 1980).

7. Roger G. Barker et al., *Big School, Small School: High School Size and Misbehavior* (Stanford, Calif.: Stanford University Press, 1964).

8. Michael Berger, *Violence in the Schools: Causes and Remedies* (Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1974).

9. Parrett, op. cit., Chap. 5.

10. Robert Fizzell, *The Truants' Alternative Programs: An Evaluation Report to the State Board of Education* (Macomb: Western Illinois University, 1979).

11. Martin Gold, "Scholastic Experiences, Self-Esteem, and Delinquent Behavior: A Theory for Alternative Schools," *Crime and Delinquency*, vol. 24, no. 3, pp. 290-308.

12. Robert D. Barr, "Curriculum in Optional Alternative Schools," paper presented at the National Institute of Education Conference on Public Issues in Educational Options, Chicago, 29 June - 1 July 1976.

13. Robert Barr and Devon Metzger, "The Impact of School Political Systems on Student Attitudes," *Theory and Research*, June 1978, pp. 48-79.

14. David W. Mann, "Disruptive Students or Provocative Schools? School Difference and Student Behavior," paper presented at the annual meeting of the American Psychological Association, Montreal, 1980.

15. Charles B. McMillan, *Magnet Schools: An Approach to Voluntary Desegregation* (Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1980), p. 18.

16. Nolan Estes and Donald R. Waldrip, eds., *Magnet Schools: Legal and Practical Implications* (Piscataway, N.J.: New Century Education Corp., 1978), p. 112.

17. ABT Assoc., op. cit., p. 1.

18. McMillan, op. cit., p. 24.

19. ABT Assoc., op. cit., p. 8.

20. Charles B. McMillan, "Magnet Education in Boston," *Phi Delta Kappan*, November 1977, pp. 158-63.

21. Martha McCarthy and L. Dean Webb, "Intra-District Desegregation Remedies," *NOLPE School Law Journal*, vol. 8, no. 2, pp. 127-44.

22. Vernon Smith in a speech delivered at the Wingspread Conference Center, Racine, Wis., 29 January 1981.

23. James J. Kilpatrick, in the *Louisville Courier-Journal*, 13 September 1980, p. A-5.

24. Ford Foundation, *Matters of Choice: A Ford Foundation Report on Alternative Schools* (New York: Ford Foundation, 1974), p. 6.

25. Robert Barr et al., "An Analysis of Six School Evaluations: The Effectiveness of Alternative Public Schools," *Viewpoints in Teaching and Learning*, July 1977, pp. 1-30.

26. Heather Sidor Doob, *Evaluations of Alternative Schools* (Arlington, Va.: Educational Research Service, 1977), p. 44. ☐

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THE CURRENT STATUS OF SCHOOLS OF CHOICE IN PUBLIC SECONDARY EDUCATION

This is a report of the most extensive survey of the nation's public, secondary alternative schools ever undertaken. The survey confirmed some hypotheses about alternative education, generated new questions and fresh speculations, and should lay some myths to rest. This report marks the completion of the first phase of an extended inquiry into alternative schools designed by the Project on Alternatives in Education (PAE). Subsequent phases of the research will explore 100 of the surveyed programs in greater detail and will culminate in on-site study of 30 of them.

PAE was launched in 1976 with the intent of undertaking a contemporary parallel to the Eight-Year Study -- seeking, as that inquiry did, to encourage high school reform through research. A brief abstract of the Project, its Steering Committee and participant sponsors, and a list of other Project products are included on page 36 of this report.

We sought first to identify the nation's secondary alternative schools, and then to inquire about their structure and practice. We located 2500 public alternatives operating at the secondary level, and have listed them in the Project's Directory: Public Secondary Alternative Schools in the United States and Several Canadian Provinces. We sent a 31-question survey to each of the 2500. This report tells the story of what we learned from the 1200 schools replying to our questions. It has been prepared for an audience of school people and educational decision-makers. It is not a technical or statistical report. We've included what we believe to be most valuable to people with an interest in alternative education.

The report is organized this way: The opening section describes some of the structural features of alternatives, such as where they are, why they were started, organizational characteristics, size and growth. The second section looks at the students who attend alternative schools; the third examines what seem to be the key elements in how such schools work. After a look at programs (section four), we provide a brief review from the particular perspectives of their students and staff -- to see alternative schools from the vantage point of those within them. And finally, the sixth section assesses the record of alternative education, its accomplishments and challenges.

Our questionnaire appears as Appendix A on pages 29-32, and we have entered replies, in percentages, on the reproduction. The answers to some of our questions could not meaningfully be reported this way, however (e.g., answers to questions 1 and 2), and this largely accounts for the few tables included in the body of the report.

We found earlier national surveys on alternative schools useful to interpreting our findings. There have been reports of five such surveys: the 1972 findings of Indiana University's National Consortium for Options in Public Education (NCOPE); the 1974 report of the National Alternative Schools Program at the University of Massachusetts (NASP); the 1975 report from Indiana where, meanwhile, NCOPE had become ICOPE --

the International Consortium for Options in Public Education; the 1976 report of the National School Boards Association (NSBA); and the 1977 updated NASP survey. These reports are cited, as comparisons to our own findings become useful. (Full citations and publication details on these reports appear as Appendix B on page 33.)

We have included further detail about the construction of the survey, and its interpretation, as Appendix C, pages 34-35. For most readers, however, perhaps the only other question that needs preliminary attention is "What is an alternative school?" Answers differ, and so we made one object of our study the question of how the term or idea is operationally defined in American schools. We found a number of different versions, and included the replies of all, despite the fact that some conceptions violate what others hold most central. For instance, in some parts of the country "alternatives" are synonymous with in-school suspension programs -- while in most others, the idea of entrance by choice is perhaps the single most important ingredient. Only one kind of answer, however, tended to be systematically excluded: that was the reply of the "alternative" consisting only of a single course or a set of curricular offerings. Here, the decision was made by the fact that our questionnaire was ill-suited to describing such arrangements -- and a few uncompleted forms were returned noting that.

Our plan to make use of the "alternatives" label an object of study led to some important information about that usage. It had its costs, however -- including the listing of schools in some regions very like schools excluded from our list in others. It also led to the self-exclusion of some programs we wanted to include -- e.g., the optional programs in areas where "alternatives" mean punitive programs. We were able to identify and overcome that problem in some cases -- though doubtless not in all.

SITES AND STRUCTURES

Number and Location

Our respondents include schools of various sorts addressed to a variety of age groups. Although we were formally concerned only with alternatives where students of secondary school age are enrolled, such alternatives come in a large assortment of types. Thus our replies come from the following:

I. Survey Respondents*	
625	senior highs
235	junior-senior highs
131	junior highs
40	middle schools
55	K-12 schools
7	K-7 or 8 schools

Earlier surveys -- by NCOPE in 1972 and NASP in 1974 -- found that alternative schools were far more prevalent at the secondary than at the elementary school level. We suspect that continues to be true, but we cannot confirm it since we asked only about secondary alternatives.

Current programs are scattered across the continent and are found in all regions and in all types of areas. There are states with distinct concentrations of alternative schools, but we found no state where there are none. West Virginia seems the state least affected by the alternatives idea, with just one alternative school -- an ironic reminder of the Kanawha County upheaval of several years ago. At the other end of the spectrum -- and the nation -- we found approximately 300 high school level alternatives in California.

California, New York, and Washington continue to have large numbers of alternative schools. We say "continue" because NASP also found concentrations within these states in their 1974 and 1977 surveys. Indeed, the first alternatives survey (NCOPE) had concluded in 1972 that 40% of the nation's alternative schools were to be found in these three states. There are also now substantial numbers -- 100 or more alternatives -- in Michigan, Illinois, and Oregon.

Florida and Texas also report concentrations of alternatives, launched over the past several years. A major percentage of them are quite different, however, from those elsewhere classified alternatives. They consist of in-school suspension and other types of punitive programs, and they are alternatives to suspension, not to other types of education. These programs often bear little similarity to the magnet or

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* Although we have received replies from 1200 schools, not all arrived in time to be included in all tallies. Most of our figures are based on 1121 replies -- but as is the case with this table, not all respondents answered every question.

II. Regional Location of Responding Alternatives

Region	Percentage
Far West	21
Rocky Mountains - Plains	16
South	20
Great Lakes	20
Atlantic	21
Canada	1

optional schools also found in some Southern cities. Although such optional programs have also spread in the South, our findings suggest that the Southern states, and the Rocky Mountain - Plains states, have fewer optional schools, or alternatives of the non-punitive sort, than are found in other parts of the nation.

The West Coast, the East Coast, and the Great Lakes areas still appear the points of major concentration, as they did in 1977. Alternative schools evidently have been deemed successful in some areas, where they continue to spread.

We also found evidence for concluding that alternatives are not the fly-by-night or short-lived structures some have claimed. A seventh of the programs responding to our survey were established before 1970; a third were established between 1971 and 1975; 44% began between 1976 and 1980; and 7% are new programs starting in 1981 or early 1982. This means that approximately half of our responding programs were at least six years old -- which suggests durability for individual programs, as well as continuing growth for the alternatives movement in general.

Growth

Alternative schools are continuing to increase in number, and many individual alternatives are continuing to grow in size. There is also evidence that more would become larger, were they not held to enrollment limits.

Forty-five percent of our respondents reported enrollment growth over the past several years, as compared to other district schools. Only 14% reported declines; 41% indicated no change in size -- but a number of them noted that their replies are misleading, since enrollment ceilings restrict them to a no-growth situation. Convictions as to the value of smallness may have something to do with such limits -- as may the size of facilities. (But such possibilities don't explain why other alternatives are not established to accommodate overflow.)

Other evidence also testifies to a continuing spread. The state directory of Washington's alternatives reports that the number there has doubled since 1976. And San Diego County's current alternatives list proclaims it is the largest ever within the county. Los Angeles has recently extended its burgeoning magnet program to the secondary level. Cincinnati continues to expand its list of magnets. And one district in Manhattan has diversified secondary education and put all programs on an options basis.

It appears that suburban districts are catching up with urban as the major locus of new alternatives. Our findings do not show the strong urban dominance of earlier reports which claimed as many as two urban alternative schools for every suburban one. The number of responding suburban programs established since 1976 suggests that a more even balance is well on the way -- because they number well more than half the total alternatives established since that year.

III. Locale Concentrations

Locale	Percentage
Urban	44
Suburban	27
Rural	9
Mixed*	21

Overall numbers have changed enormously, showing a steady growth pattern. The 1972 NCOPE survey located 464 public alternatives at all grade levels, 1-12. By 1975, 1250 such schools and programs had been identified. The NSBA reported in 1976 that two-thirds of the nation's larger school districts were operating alternative schools; and the 1977 NASP directory listed more than 1300. In 1981, we identified 2500 programs at the secondary level alone -- and we suspect there are several times that many. Whether or not this is so, there seems good reason for concluding that the number of alternative schools continues to increase quite steadily.

Organizational Type

Alternatives reflect a wide array of organizational types and auspices. Some are part of a single school, others are district-wide. Some have been jointly established by several districts or counties, and some even by entire states.

Most typically, the alternative is a separate school (38%). But the school-within-a-school and mini-school arrangements are also widespread (20%). Satellite and annex arrangements are much less frequent (9%), as are schools-without-walls where the community is really the site of instruction (1%). The early dominance of the school-without-walls variety of alternative education was not long-lived. The percentage of alternatives of this type had decreased from 22% in 1973 to 6% by the time of the 1975 ICOPE survey. The subsequent development of other organizational forms has reduced the relative number still further -- although individual programs such as Parkway, the first school-without-walls, continue to thrive.

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* Drawing students from several types of locales

Alternative schools show considerable diversity as to organizational type, as well as to program. But some of the types we learned about would not be considered alternatives on most understandings of that term. For instance, 13% of our respondents identified themselves as remedial or corrective programs to which students are temporarily assigned. Yet most alternative school definitions emphasize choice as crucial; most assume long-term, not temporary affiliation, with the possibility of remaining in the alternative until graduation; and many definitions stipulate that the alternative reflect a population representative of the district rather than a special group deficient in some regard.

Almost 100 of our respondents describe their programs as just "a course offering within the parent school" -- which closes off to them one of the most fundamental features of the alternative school idea: establishing a distinct identifiable unit or entity with its own staff and students, and some degree of organizational coherence and separateness from other units. Even though sets or sequences of course offerings may involve the same group of students and teachers, they are not alternatives on most definitions if they lack this organizational separateness. Or, to put it otherwise, on most views curricular innovations or add-ons do not, by themselves, constitute alternative schools or programs.

Origins

Most alternative schools are established for either or both of two reasons: to respond to student needs that are not being met in regular programs (e.g., for a more challenging environment, for more diversified learning activities); or, they are established to respond more explicitly to the particular problems of truancy and dropout rates. Both reasons are cited as major factors by 65% of responding schools. It is not necessarily, however, the same 65% citing both factors. (Question 4 invited people to check as many factors as were important in the creation of their school.) The difference in these two generating factors is important because it sometimes distinguishes those alternatives begun largely for educational improvement purposes, from those launched to solve problems posed by particular groups. -- Or, as some might see it, the difference is a matter of reform and improvement purposes versus system-serving purposes. The first purpose accords with the options idea; the second tends to yield alternatives for special populations like slow learners, the disruptive, etc.

This difference suggests a continuing ambiguity about the alternatives label and movement: whether it pertains to diversifying education for all students, or whether it pertains to programs aimed at particular student groups. We were told that most of the school districts represented by respondents -- 73% -- see alternative education as something for all students, not just some one type. But approximately half told us they were established in response to discipline problems, somewhat fewer in response to underachievement.

Alternatives for different student groups have different origins. Those serving lower-class children were established to get these youngsters to school regularly and keep them there. Truancy and dropout problems are major factors in the creation of 80% of the alternatives where such youngsters predominate. But the school's holding power is known to be higher with students of middle and upper class families. So most alternatives where such students predominate were established as a result of less fundamental "unmet needs."

Desegregation concerns played a surprisingly small part in producing the alternatives replying to us: only 12% reported segregation to have been a major factor in the school's creation. We can't be sure whether the reason is that desegregation-inspired magnet schools are much fewer than supposed; whether we failed to find large numbers that are there; or whether they responded to our survey at relatively lower rates than other types of alternatives. Our guess is that the last of these reasons may figure prominently. It is based on the hypothesis that magnets resemble regular schools more than do other types of alternatives in several key ways -- including the lack of staff morale and enthusiasm leading people to participate in surveys.

Size (and Cost)

Alternative schools are small: more than a third of them enroll 50 or fewer students; more than half, fewer than 100 students; and 69% have enrollments of 200 or less. Still, a surprising 17% of our total, mostly in urban areas, enroll more than 500. Approximately two-thirds of the suburban schools we heard from have 100 or fewer students, but this is true only of 43% of the urban schools. Yet 62% of the urban schools have 200 or fewer students.

IV. Enrollment

Student	Percentage
50 or fewer	35
51 - 100	19
101 - 200	15
201 - 300	6
301 - 500	8
Over 500	17

Staff totals are very small: 57% of the schools we surveyed have no more than six teachers, and a fifth operate with no administrator. In most, however (54%), there is one administrator. Student-teacher ratios tend to be very favorable: over half the schools have no more than 18 students per teacher and nearly a quarter report ratios of less than 12 per teacher. One supplementary form of assistance earlier available to alternative schools, however, no longer seems to be: 82% of our respondents report that they have no interns or student teachers, while the 1974 NASP survey found large numbers. The reason for the change is far more probably that teacher education institutions do not have the students to send than a choice on the part of the alternatives.

V. Number of Teachers

Number	Percentage
1 - 3	37
4 - 6	20
7 - 10	11
11 - 15	7
16 - 20	3
Over 20	23

The relatively high staff concentration does not seem to make for proportionately greater costs, however -- since alternatives frequently make do with less-than-lavish facilities and equipment. About two-thirds of our respondents (62%) reported per student expenditures equal to or lower than those of other schools within the district. It seems that optimal size in terms of costs is 201-300 students: 71% of such programs operate on the same or lower costs than other local schools.

VI. Student-Teacher Ratios

Students Per Teacher	Percentage
Under 12	24
13 - 18	28
19 - 21	12
22-25	11
26-30	9
Over 30	16

Smaller does not necessarily mean costlier, however, since even among the smallest programs, 59% manage on the same or less than other schools. It is the case that 39% of the relatively more costly programs enroll 50 or fewer; on the other hand, 18% of the more expensive programs are the largest we found, enrolling more than 500.

There appear to be relationships between the size of an alternative school and the kind of students it enrolls: the smaller programs tend toward higher concentrations of students who enter with academic and other problems. More than 80% of the smaller programs reported this to be true of a majority of their students; fewer than 40% of the largest schools indicated this to be so.

STUDENT INFORMATION

Are alternative schools for those who just can't get along in conventional schools? Or do alternatives represent equally acceptable options for students who simply desire a different sort of education than what is standardly available? There are people of both persuasions, and alternative schools and their students reflect the two quite different views. Some replies to our questions reveal considerable ambivalence within single programs.

Three-quarters of our respondents told us that their communities associate the idea of alternative education with all kinds of students, not just one or another specific type. This is good news for those interested in encouraging a variety of deliberately differentiated educations; the options concept may really be taking hold. On the other hand, replies to other questions -- such as the main factors in creating a particular alternative -- suggest that they are often begun in order to accommodate "special needs" populations.

It seems that today's particular combination of public criticism and economic difficulties is heightening the tendency to aim new programs at those worst served by present schools. Thus, despite considerable rhetoric about options and choice, current circumstances seem to invite the crisis approach of responding on an individual basis and only to the most urgent situations. There seems relatively less attention to system-wide change for all students (again, despite considerable rhetoric to the contrary). And such a system-level approach will probably be important to generating differentiated choices for all, as opposed to a single alternative for those in direst need. In any event, student dissatisfaction, apathy, and underachievement explain the beginnings of a number of today's alternative schools: 69% of our respondents report that a majority of their entering students are functioning below local achievement norms; and 62% report that their entrants have presented behavioral problems at their previous schools.

The evidence suggests that alternatives are not functioning to segregate particular ethnic groups. They do not generally reflect high concentrations of particular groups, and few report a focus on ethnic

VII. Student Racial/Ethnic Backgrounds

Percentage of Student Body	Group			
	Black	Hispanic	Indian	Asian
0	22%	32%	60%	59%
1 - 19	35%	52%	35%	39%
20 - 39	16%	9%	2%	1%
40 - 59	14%	4%	-	-
60 - 79	7%	1%	-	-
80 - 99	6%	1%	1%	-
100	0.4%	0.1%	1%	0.2%

studies. Our findings should allay concerns that alternative schools might lead to increased segregation. There is little tendency for them to maintain racial segregation. We did not ask about how the racial composition of the schools we surveyed compared with that of their home districts. But general absence of high racial concentrations suggest that the situation may have remained as the 1974 NASP survey reported it, with alternative school racial breakdowns generally reflecting district totals.

The situation seems a bit different, however, with respect to class stratification. Here replies reveal more evidence of division — although it may be the case that they reflect less such division than neighboring schools. In the absence of comparative data, we simply do not know. We learned that no single socio-economic class predominates (to the extent of a three-fifths representation) in 38% of responding schools. But another 37% are alternatives where three-fifths or more of the students come from lower class homes; and 24% are programs where middle class backgrounds predominate to the same extent. Only 1% of our respondents represent schools where youngsters from upper class homes predominate. (Of the numerous possible explanations of that last figure, one may be that in the absence of definitions of class membership, distinctions between upper class and upper middle class are harder to draw than the more familiar lower class - middle class distinction.) It thus appears that more than a third of public alternative schools are mixed, rather than single-class schools; almost an equal number are distinctively 'working class' schools; and a fourth are middle class schools. But again, whether this reflects more or less stratification than other schools in the same areas is not known.

KEY FEATURES

Choice

Many who have speculated about the success of alternative schools hold choice to be the key. Irrespective of what happens within the school, say some, the idea that one has chosen it -- and can "unchoose" -- is alone enough to produce special ties and effects. We were therefore most interested to learn whether and how many alternatives are schools of genuine choice. Responders told us that an overwhelming number are: 79%. Moreover, the number of alternatives whose teachers have chosen the school is even higher than the number whose students have: 85%.

Since it was clear that some of our replies came from punitive and some from remedial programs, we wanted to be especially sure of the extent to which alternative school students really choose their schools, as opposed to being assigned there or "referred" under pressure. We therefore devised a method of checking the genuineness of the choice reported* -- and convinced ourselves that choice is indeed a feature of 79% of the schools that replied to us.

Advocates of alternative schools and options systems commonly emphasize the value of choice for students and their families. Not many of them have stressed its value so far as teachers are concerned. Yet when one looks at the replies of the alternatives that have been most successful in expanding, and in effecting the largest attendance increases, teacher choice seems to have been an even more constant feature than student choice! The differences are not great, but they are constant.

As will be seen in the section on "Autonomy," the fact that a student chooses to enter an alternative does not imply unlimited choice within it; but the power to "vote with one's feet" evidently matters a great deal. There was considerable diversity among the choice schools, so it cannot be said that they are highly similar in other respects. There was one interesting contrast, however: we found evidence that alternatives chosen by their students and teachers are more concerned than others with helping students learn how to learn. Almost four times as many such alternatives stress learning skills (which we explained as critical and analytic thinking, in question 24) than is the case in the non-choice alternatives.

The profile of the no-choice 'alternatives' which took shape reveals that most have been established since 1976. They are more likely to be of minimum size (under 50) than other alternatives, to enroll predominantly lower class students, and to stress career and vocational education curricula. Such schools are a small minority, however, of those calling themselves "alternatives." It seems that choice is indeed a pervasive feature of alternative schools -- for teachers as well as for students. And there is evidence for concluding that this is a fundamental feature of the most effective alternatives.

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* We compared replies to our question about choice (question 5) with such other indicators as school names, descriptive materials, and replies to question 9-7.

Role Diffusion as Opposed to Specialized Staff

We found strong evidence in responding schools of the role "diffusion" or "extension" which appears important to avoiding alienation on the part of students and staff alike. Observers comment on the specialization of jobs and roles that has occurred within schools over the past several decades. Alternatives represent a counter-trend, with small staffs taking on multiple functions. Moreover, it seems clear that it is conviction as well as necessity which recommends the sharing and melding of job responsibilities and titles. Responding schools stress the importance of student-teacher interaction more than any other single feature: alternative school teachers want to be more than content specialists, and they feel it important to work with their students in other ways.

About half the schools who wrote us have neither counselors nor custodians, so some of the added functions are clear. As already noted, nearly 20% of these schools have no administrator. And even in those which do, teachers are likely to share in tasks elsewhere assigned administrators, and vice versa. For instance, as the 1974 NASP survey pointed out, alternative school administrators spend more time in teaching and interacting with students, and teachers in most alternatives spend time in public and community relations activities. Job descriptions are simply much broader for all staff in alternative schools. As one respondent summed it up, "I perform all duties from director to custodian."

Autonomy

Do alternative schools obtain enough independence so that staff can design and carry out their own vision of schooling? Our data say they do -- a remarkable finding at a time when most educators report feelings of powerlessness. We asked what sort of control resides within the alternative, with respect to seven different decision areas central to a school's operation. Almost all respondents (92%) report extensive control over teaching and learning activities -- in effect, over choosing the methods of instruction; 91%, over program planning; 76% over course content, or operative curriculum. Our computed index reveals that 96% of our respondents believe that a great deal of control resides within the school.

The evidence is also clear that this power is in turn shared among staff. Participation patterns avoid re-creating the central authority of typical secondary schools. For example, in more than 80% of the higher autonomy schools, teachers have an important role in staff hiring and budget allocation decisions. Academically-related decisions (e.g., school goals, course availability and content) are more often shared with students than with parents -- and interestingly, student participation in most of the decision areas we asked about tends to increase with the school's power. Thus, schools that say they enjoy greater independence more often report that students take a significant part in decisions than do schools with less autonomy.

And how do students participate? We saw little evidence of the approach more common in the early days of alternatives when students alone were expected to come up with decisions (e.g., in student courts), or held the power to outvote teachers (in town meetings). But on a number of matters, significant roles in decision-making are reported for both teachers and students -- suggesting that the participatory democracy model which was earlier widespread may have given way to the more educationally-oriented model of teacher-student planning.

Evaluation

Evaluation of the alternative school appears to be a continuing feature of life within it. In contrast to the typical conventional school where program evaluations may be rare and infrequent, 85% of our respondents report undergoing regular formal evaluation. In 89% of the cases, people from outside the alternative are the evaluators. But alternative school personnel are apparently themselves concerned with evaluating what they do, since 67% indicate their staff to be involved regularly in formal program evaluation. And although we sought no indication of it, the frequent evaluations may yield a heightened awareness of problems and permit better and quicker corrective measures.

Alternative school people are sometimes puzzled about the continuing need to prove their right to exist, since other schools seem at some point to have established that right without having to renew it annually. Others, however, seem to welcome the opportunity to display their achievements. It may be that the unusual autonomy of alternative schools has generated the frequent evaluation as the monitoring mechanism in lieu of the extensive controls governing other schools. If so, the bargain may be a very good one. Assuming the evaluations are appropriately designed, conducted, and used, the arrangement might be worthy of emulation.

Costs

Do alternatives cost more? From the survey, the answer is: Perhaps in the past, but not now. As already noted, 62% of the schools we heard from report per student costs at or below standard local levels. Only a third of suburban alternatives -- and 40% of the urban -- report greater expense to their districts, with urban schools perhaps referring to magnet school transportation and equipment costs. (Half the alternatives stressing career and vocational education curricula were more costly than other local programs -- a figure noticeably higher than that associated with other curricular emphases.)

Some targeted programs do cost more. Although 60-70% of the programs designed for turned off students, or for gifted students, cost no more than other local programs, about half of the alternatives with concentrations of lower class students reported greater relative expense -- suggesting, perhaps, that alternatives are being used in an effort to equalize educational opportunity. This possibility receives further support from the finding that most of the alternatives which cost more than other local schools -- 74% -- are programs whose students enter as low achievers.

Independent study was a prominent feature of many responding schools. There was no connection, however, between this kind of offering and the relative costliness of programs -- probably because different kinds of independent study arrangements averaged out costs: internships and other forms of experiential learning typically reduce costs substantially, while some other arrangements -- such as teacher tutorials -- can increase them.

Expenditures appear irrelevant to attractiveness to students: attendance increases are reported by almost equal numbers of relatively costlier and relatively less expensive schools (with even a slight edge for the latter). Nor do costs seem to rule the politics of school survival: in 48% of the schools reporting themselves to be more secure than regular programs in their districts, expenditures are higher than local averages. On the other hand, a third of the alternatives in imminent danger cost less than comparable local schools!

Attendance

Alternatives stand out for their students' commitment and good attendance -- a tribute, perhaps, to the teachers' emphasis on relations with students. Reporters for 81% of responding schools claimed increases, with 38% reporting attendance greatly increased in the alternative, as compared to previous patterns. Even higher percentages of improvement are reported by programs aimed at recapturing dropouts and truants: 89% of such schools report attendance increases; 46% show sharp increases. In only 18% of responding programs does attendance remain unchanged; and fewer than 1% -- a total of nine schools -- show decreases.

So far as attendance is concerned, alternatives have their strongest positive effects on older students (of senior high age), on lower class students, on low achievers, and on students whose behavior has been a problem. Programs enrolling large percentages of any of these groups report attendance increases well above the 81% average for all respondents. Among the alternatives reporting sharp increases, it appears that more of them emphasize teacher-student interaction and instructional methods than do others -- and that larger numbers of such programs reflect the highest school autonomy levels.

Resources don't seem to have much to do with student attendance: 84% of the relatively costlier alternatives show increases, while 85% where expenditures fall below local averages also show such increases.

In which alternatives do attendance problems persist? Big ones, mostly; those more closely resembling conventional schools in size.

Smallness is probably not a direct cause of improved attendance; but it does appear important to allowing a quality of interaction hard to sustain in large institutions.

Prospects

Which schools see themselves enduring and prospering? Little ones seem troubled: 63% of the smallest (fewer than 50 students) reflect some to severe insecurity. Large ones are more self-confident: such concerns were expressed by fewer than a third of the schools numbering more than 500. More alternatives predominantly serving lower-class students reflect insecurity than is expressed by programs for middle-class students (59% to 49%) -- which may reflect the well-known troubles of the cities, as well as class-related impact differences.

Our findings are not reassuring so far as the interests of low achieving students are concerned. In fact there seems a clear relationship between the ability of alternatives students and the security of their programs: more programs for under-achievers are insecure than is the case with programs for average students. And more alternatives for the gifted and talented perceive themselves secure than do programs for average students.

Relationships between program and prospects may suggest that those determining an alternative's future still see things in fairly conventional educational terms: The alternatives that feel safest -- safer even than other local schools -- tend to identify their distinctiveness primarily in terms of instructional methods or curricula. They are not the alternatives reporting that other kinds of departures are important to them.

We cannot be sure, of course, that our respondents really know what their prospects are -- and the extent to which they do probably varies considerably. But answers to question 14 surely reveal respondents' sense of security. Mild insecurity indications need not be negative. In fact, a sense of threat to something valued may heighten loyalties and redouble efforts. It would be hard to argue, however, that the 13% of responding alternatives perceiving themselves in imminent danger can be benefited in any way by that predicament.

PROGRAM

The Distinctive Elements

Alternative schools represent the institutionalization of diversity, so they are as likely to differ from one another as from traditional schools. Yet despite considerable differences among them, marking a range of persuasions from "fundamentalist" to "open," there seems extensive agreement on some matters.

We asked respondents how they differ most from typical local schools -- and hence, what they hold most distinctive about what they do. We listed ten possible areas of departure and invited the addition of others. Given the wide range of alternative school orientations and persuasions, the agreement was considerable: 63% named teacher-student interaction as one of their three points of greatest departure. Instructional methods came next in order of mention, curriculum and content third, and teacher roles fourth.

These views identify a substantial majority of alternative schools as wanting to move beyond the typical impersonal interactions found within conventional schools. They want to create different kinds of student-teacher relationships. Interestingly, re-fashioned interaction patterns are reported as major departures for all alternatives created for all reasons, save -- ironically -- those started to end school segregation. Perhaps it is the absence of this feature elsewhere perceived so central to alternative education which could account for cases of limited success in desegregation magnets.

Three of the four most frequently named departures from local practice concern teacher orientation, behavior, function. Thus, alternative school emphases seem to hold the teacher to be the central ingredient in educational improvement -- an assumption denied in some reform plans and itself the target of change in others. Curriculum, generally assumed to be the crux of what happens in school -- and a major target of several current reform efforts -- seems less critical to many alternative schools. Only 40% identify it as a major point of departure from standard practice. And even among the schools reporting curricular specialization, more of them emphasize their methods and interaction patterns than their curricula, as points of departure from usual practice. This might prove reassuring for those concerned that alternative schools tend to abandon standard content. We had expected more emphasis on curriculum and content, especially from magnet schools. Are there fewer of these than we thought? Or did our survey just not reach them? (Whatever the reasons, there is other evidence that we missed magnet schools -- e.g., the fact that racial diversity is identified by only 5% of our respondents as a major point of departure from other local schools, and that only 12% see segregation a major impetus to the creation of their school.)

Decision-making processes are cited as a distinctive feature by less than a quarter of our schools -- considerably fewer than might have been the case a decade ago. Apart from a continuing interest in the "just community" schools associated with Kohlberg's theory of moral development, the broader commitment to participatory democracy seems to have waned. There are at least two quite plausible explanations. First, formal structures of any kind have never been long-lived in alternatives, especially complex shared governance schemes with their related demands on time and verbal ability. Informal arrangements are almost always preferred. Then, too, as alternatives evolve policies that are acceptable to all, interest abates in decision-making procedure and participation.

Quite a small number of responding schools identify school-parent interaction as a major point of departure: 12%. This means that even if such differences exist, few alternative school people attach first order importance to them, at least at the secondary school level. But if alternatives aren't working directly on the school-home link, their widely recognized record of parental support shows that there are a variety of ways in which approval can be won -- interaction being only one of them.

Learning Activities

Much of the difference between alternatives and other schools lies in the nature and breadth of teacher-student relationships. The commitment to new forms of interaction, reinforced by the small staff and the absence of specialists and other support systems, are central. Method of instruction was the focus named next most frequently as major point of departure, by 57% of our respondents. So teaching arrangements and activities are judged important. We asked about the specific experiences of substantial numbers of students within each program. Independent study was the single arrangement most often named (by 57%) -- which is not surprising in light of the alternative school's determination to be more responsive to the individual student than the comprehensive high school can be. We found that independent study is pursued more frequently in alternatives for average and above average achievers than in those where below average students are in the majority. This suggests that the independent study arrangement is more often used to allow for interests than for remediation needs.

Not surprisingly, multi-age and multi-grade-level learning is reported by nearly half our respondents -- perhaps necessitated by the small size of many alternatives. The peer teaching reported by 24% may be related to the multi-age feature -- although in some alternatives, students teach courses for peers of the same age- and grade-level. A number of respondents also added peer tutoring as a significant part of the program, distinguishing it from teaching. Perhaps it is some such arrangement that prompted one of our respondents to identify the program's most outstanding feature as "our one room schoolhouse approach to education."

Nearly a third of our respondents (31%) indicated that community service activities comprise a significant part of their programs. Such activities are most frequently reported by senior high school programs, and they are slightly more common among alternatives for average and above average than for below average students.

Extended field trips form an important part of the programs of 28% of our respondents. Such trips range from the camping experiences often called "intensives" in alternative schools, to the intervisitation arrangements with other programs which are a prominent feature of a number of Canadian alternatives. Several features of alternative education may account for the interest in such trips: their contribution to "community-building" among those within the program; the fact that they offer experiential or action learning possibilities and often occasion the need to earn trip costs; and the challenges the trips sometimes present. The intervisitation programs may also be prompted by a tendency toward self-consciousness about education itself -- a frequent object of study in alternative schools.

Emphases do vary in different types of schools. For example, more recently established alternatives tend to pursue a wider range of experiences than did earlier ones. Those beginning prior to 1970 tended primarily to emphasize multi-age learning and independent study; newer programs add a number of other features. This might suggest an evolving and expanding body of alternative school practice. Independent study seems as much a feature of large programs as of small, as are extended field trips.

Curriculum and Skills

Only half the alternatives we heard from specialize in particular curricula. The other half offer what is typical in their locales -- i.e., general diploma or college preparatory programs. Curricular specialization tends to follow alternatives targeted for particular ability groups. In districts where alternatives are associated with low achievers, 71% report specialization -- and 83%, where such schools are associated with gifted and talented students.

Among programs which declare a specialty, career and vocational education outnumbers college preparation by two to one: 68% of the specializing programs declare career/vocational education a curricular specialty. And 33% declare college preparation a specialty. Other orientations were mentioned rather infrequently, suggesting that such specialties of the early 70s as ethnic studies and outdoor education are not what is recommending alternatives to most of those choosing or operating them today.

Alternative schools stress basic skills, say 79% of our respondents. We did not define this term beyond parenthetically noting "reading, writing, computation," and the large group selecting it would suggest that to some it meant remedial emphases and to others, high level refinements in those skills: 65% of the programs specializing in college preparation reported basic skills their primary emphasis -- with 53% reporting learning skills and 45%, vocational/career skills.

There were some interesting correlations involving skill emphases: Urban alternatives were more likely than suburban to stress vocational/career skills; suburban were more likely than urban to stress human relations skills. The larger the alternative, the less likely that it will depart from the skill emphases of the comprehensive high school: the larger alternatives tend to emphasize vocational/career, learning, and school skills more -- and human relations less -- than the smaller ones do. In alternatives where most entering students fall below local achievement norms, the skills emphasized are, in order of frequency, basic skills, human relations skills, and vocational/career skills. Where entering students are above achievement norms, the frequency order is learning skills, problem-solving skills, and basic skills.

One finding at least raises the question of whether the prospects of particular schools tally with educational needs generally: those alternatives which believe themselves safest are traditionally oriented, with large numbers emphasizing school and learning skills, or vocational/career skills. On the other hand, a search for connections between skill emphases and attendance changes revealed that the very few alternatives where attendance decreased (nine schools) all fail to emphasize either vocational/career skills _or_ learning skills — i.e., they stress no skills specifically tied to success beyond high school for any group.

THE EXPERIENCE OF SCHOOL

Alternative schools are different places from typical schools. They feel different and touch more of the lives of the staff and students who work within them. Many observers have associated this comprehensive difference in school environment or climate with both the satisfaction and the achievement levels often observed in alternatives. Accordingly, it seems worthwhile to review our findings from the general perspectives of alternative school staff and students. The descriptions which follow come largely from combining the individual features explored in previous pages, with an occasional supplement as noted.

How does the school look from a staff perspective? Alternative school teachers and directors typically work in small schools with relatively small numbers of students and fellow staff. The atmosphere is likely to be more that of a group of friends who chose to join together in a common enterprise than that of the usual workplace. There is more collaboration and camaraderie linking staff than is the case in most large high schools -- and the absence of departmental divisions and administrative levels enhances the spirit of common enterprise. Small size and informal governance arrangements make for the cooperative distribution of tasks instead of formal allocation by roles and assignment. Thus, jobs within the school are more likely to be arrived at on the basis of talent and preference than by assignment or mechanical rotation. And without the usual support staff of the comprehensive high school, those tasks are likely to be numerous and diverse.

Expectations of the teacher are quite different from those in the comprehensive high school. Facing five classes a day in regular schools, a teacher feels obliged to try to reach all students, through the application of standard good practice. But teacher obligation ends there. As observers have noted, however, alternative school parents, students, and colleagues are more likely to look to the teacher to succeed with all students -- even though that task may require a much wider array of strategies and techniques, and sometimes mean overcoming histories of failure and distrust. The alternative school is likely to define its mission in this regard as more akin to that of the family, which we do not expect to give up on a member because s/he fails, or resists assistance. The alternative school teacher as family member is likely to have to counsel students -- not as psychologist or therapist, but as concerned adult non-specialist interested in abetting growth.

As observers have noted, the only job likely to diminish considerably in the alternative school is the teacher's disciplinary role. The combination of fewer regulations and increased personalization generally makes for much better student behavior -- and accordingly, fewer adversarial situations, and less need to confront generational strife and opposition to authority. Otherwise than in this one important respect, however, the demands on alternative school teachers are likely to be greater than those on teachers in other schools.

The expectations are considerable, then. And how do teachers react to these enlarged expectations and duties? Very typically with higher morale than other teachers. They experience a strong feeling of ownership of their programs, believing that they control the school and can modify it as needed. They are also able to experience considerable success -- sometimes fairly immediate and dramatic turn-arounds, such as the sudden regular appearance of previously chronic truants, or the decision of previous near dropouts to attend college (both of which are, according to reports, frequent occurrences in alternative schools). And despite the extended obligations and schedules, teachers in these programs are sufficiently interested and enthusiastic to be willing to take on even more professional activity: more than 90% of our respondents are interested in attending workshops, visiting other programs, exchanging materials.

The experience of the alternative school administrator is comparable. The role diffusion which has teachers participating in what are elsewhere administrative functions also affects administrators, placing them in closer contact with students and classrooms. They are likely to be doing a lot more of the things which brought them into education in the first place. And as the first NASP study noted, the role of the alternative school director appears "more consistent with our idealized notion of an 'educational leader'" than with the image of the management-minded administrator. The smallness, lack of hierarchy, collegiality are likely to generate effects on administrators quite similar to those on teachers. The director's "experience" of the alternative is likely, then, to be quite like that of the teacher.

And how do students see an alternative school? There is first the appearance of a warmer, more friendly environment -- which students express time and again in terms of "teachers really care." Students are likely to trust the adults in the school, viewing them as friends and collaborators (often titled "facilitators") rather than as superiors or adversaries. And they typically feel they receive far more help in the alternative, in doing work they find more interesting to do. They are likely to perceive the content as more appealing and valuable, and there is likely to be a larger assortment of ways to acquire it. Students respond enthusiastically to the much fuller variety of activities and events, with action or experiential learning a frequent possibility. In contrast to the large impersonal comprehensive high school in which the student must find his or her own way, the alternative school represents a welcoming community where inclusion is a deliberate feature. Thus, there are fewer cliques and less exclusion. From the student's perspective, the typical alternative school emphasis on human relations and interaction skills seems to yield constant opportunity and assistance in acquiring self-knowledge and coming to know others.

According to reports, many students are likely to encounter more consistent academic success than they have experienced previously, and they are likely to be a lot happier within the school than before — as revealed in their own reports, and their parents' reports, as well as in attendance figures. There is far less apathy and anomie than in many high schools. Going to school is likely to be a positive experience, and as thoroughly different an experience for alternative school students as for their teachers. In the eyes of many, it is precisely this change -- in the nature of the school experience itself -- which matters most and is more responsible for positive effects than are changes in curriculum or methods or physical surroundings.

Whether accurately or not, students perceive themselves to have much more control over their lives in the alternative school. The environment, then, feels less regulative and oppressive. There is a sense that one controls one's personal decisions, and typically that one also has a genuine voice in the decisions that constitute policy for all. There is a heightened sense of choice, and accordingly, of personal strength and empowerment. And according to reports, such feelings are typically joined by the experience of succeeding at assigned tasks and challenges. The combination -- of the sense of personal efficacy, choice, and success -- is the way many explain the new levels of achievement often reached by alternative school students. And that accomplishment in turn heightens the attractiveness of school.

Many alternative schools are experiencing varying degrees of insecurity as to their future. This threat may also play a part in heightening commitment and group coherence -- a somewhat perverse source of strength. But whether this is a major factor, or our findings are better explained by other causes, we found strong evidence that alternative schools typically represent groups of turned on teachers and turned on students.

SUCCESS AND CHALLENGE

How successful are alternative schools? There are limits to the kind and amount of information a tally of self-reports can yield. Nevertheless our data include several indicators related to the success question. We found, for instance, that attendance increases show alternative schools to be attractive places to their students. Replies to several of our questions suggest that teachers feel the same way. We received direct evidence of very busy people with enough commitment to be willing to assume even further obligations.

And these schools are not high-cost extras. Well over half are operating at equal or lower cost than comparable schools in their area. We conclude, then, that a number of them have managed success in fiscal terms. And in so doing, they have pioneered very different resource allocations from other schools, increasing labor intensity while decreasing plant and equipment outlays.

They have also pioneered new social forms, with what have become novel modes of affiliation in public schools, novel social control arrangements, and new varieties of learning activities. They have demonstrated, then, that there are quite different ways to approach and accomplish the mission of schooling.

Alternatives have combined an extensive array of programmatic variety -- hence considerable responsiveness and flexibility -- with a fair degree of institutional stability. Longevity is probably a rather poor measure of success -- it being possible both for excellent alternatives to lose their appeal to new generations, and for conventional schools that are poor to persist indefinitely. Nevertheless, it seems worth noting that large numbers of alternatives have become durable parts of their districts over the years.

One can point as well to areas of lesser success and remaining challenge. One such seems an ironic but inevitable counterpart of the success: as alternative schools have demonstrated their effectiveness and potential, they have been sought by a number of groups attempting to solve such disparate problems as segregation, juvenile crime, school violence and vandalism, and youth unemployment. The programs established in response to these problems have almost come to outnumber the programs established in the interests of providing better education -- with two important negative consequences.

First, not all of the alternative schools launched for such purposes have kept educational aims uppermost -- or pursued very sound educational practice. Thus, some alternatives have turned out to lack the very arrangements which recommend the type. Many of these have quite predictably proved rather ineffective. Perhaps of even greater long-term consequence, looking to alternatives as the way to handle the problem students has tended to link the alternatives idea to "special needs" populations. This, in turn, has not only brought stigma; but it has also pressed alternatives into service as a safety valve protecting the "regular" school and keeping it intact! It is ironic that a school type established to show the viability of diversifying all education has in effect functioned in some places to maintain the 'one best system' arrangement.

Despite the successes, alternative schools have not yet managed to convince the bulk of the American people that all schools might deliberately differ from one another -- with all remaining of top quality and effectiveness. To put it in somewhat different terms, the alternatives movement, though fairly strong, remains rather distinct from the options movement -- at least in the minds of many. The result is that the continuing interest in choice, and all the current rhetoric on its behalf, fail somehow to attach to and benefit alternative schools. A major challenge appears to be bringing about a merger between the alternatives and options movements in education. And while this is not the place to consider how that might be done, perhaps an abandonment of the alternatives label might be a good starting point, in light of its negative connotations for many, and its increasingly confused use to cover everything from schools of choice to arrangements some have called "soft jails."

Our findings also point to some additional, internal challenges for schools of choice. Fewer than we had anticipated are pursuing particular programmatic features often thought to be associated with alternative education. Only 12% of our respondents reported school-parent interaction as a major point of departure from local practice, and only 11% cited school-community interaction in this connection. While the available evidence shows extremely high levels of parent support and satisfaction with alternative schools -- even, perhaps, in the absence of much interaction -- increased participation and involvement might be desirable.

A lot less is known about the reactions of the rest of the adult community explicitly to alternative schools. But figures on the declining number of adults with children in school suggest the increasing importance of this group. And data on public trust and confidence in schools and organizations generally would suggest that community involvement and interaction could be extremely desirable. This seems a particular opportunity for schools emphasizing experiential or action learning, as many alternatives do. In this and several other regards, community service seems a learning medium that might well be developed and extended beyond the alternatives now reporting it. It combines the opportunity for young people to become contributing members of their community with the chance for interaction and involvement with it.

Finally, we were surprised at the relatively small number (19%) reporting their schools to be targeted for students with particular learning styles. Since the argument for diversifying schools centers on meeting the needs of different kinds of students -- and since 57% of responding alternatives make instructional methods a major focus of their distinctiveness -- this prospectively powerful strategy for matching students and educations might desirably be more extensively pursued.

Still another sort of challenge also emerges from our findings. Although they confirm a lot of hypotheses and provide important disconfirmations for others, they simply mark the beginnings of the kind of knowledge about alternative schools that will be maximally useful. For example, here are an assortment of questions and speculations to which the survey has led us:

- Concerning program origins, how successful are "replicated" programs imported from elsewhere and/or designed from the start for duplication?
- Do magnet schools usually differ less from standard school practice than do other alternatives -- departing only with respect to curriculum?
- Of the several sorts tried to date, what kinds of initiatives related to alternative education seem to yield the most successful programs?
- What are the features of alternative schools which draw youngsters across racial and class lines?
- What kinds of options might best prevent the flight from urban schools?
- Which kinds of alternatives accomplish what for which students?

In short, much remains to be seen before we can answer the question articulating the Project on Alternatives in Education, "Which alternatives well serve which youngsters, in relation to which educational values?" But the survey has marked an important step in that direction.

Appendix A

PROJECT ON ALTERNATIVES IN EDUCATION

National Survey of Public Alternative Schools
Fall 1981

SECTION I: GENERAL INFORMATION

1. Grades offered at this school. (Circle ALL that apply.)

   K 1 2 3 4 5 6 7 8 9 10 11 12

   See Table I

2. What year did your alternative first admit students?

   19 __

3. What year did you first work at this school?

   19 __

4. What do you think were the main factors leading to the initial creation of your school? (Check ALL that apply.)

   1☐ Student dropout and truancy rates 65%
   1☐ Student underachievement 44%
   1☐ Student dissatisfaction and apathy 46%
   1☐ Discipline problems 51%
   1☐ Unmet needs of particular student groups 65%
   1☐ Parent pressure 14%
   1☐ Staff interests 32%
   1☐ School segregation 12%
   1☐ Other (Specify) ____18%____

   ____

5. Which of the following people become affiliated with your alternative primarily as a matter of genuine choice, as opposed to assignment or forced choice? (Check ALL that apply.)

   1☐ Students 79%
   1☐ Teachers 85%
   1☐ Administrators 69%
   1☐ Staff 55%

6. What is your current student enrollment?

   |_|_|_|_| enrollment

   See Table IV

7. What kind of student does your district (central administration and board) associate with alternative education? (Check ONE.)

   1☐ All kinds of students 73%
   2☐ Low achievers 3%
   3☐ Disruptive 8%
   4☐ Turned off or disinterested 9%
   5☐ Gifted or talented 3%
   6☐ Other (Specify) ____5%____

   ____

8. Is your program targeted specifically for students with particular learning styles?

   1☐ Yes 19%
   2☐ No 81%

   If YES, what major style(s)?

   ____

   ____

9. Which of the following most accurately describes your program's organizational type or status? (Check ONE.)

   1☐ A school within a school, or a mini-school 20%
   2☐ A separate school 38%
   3☐ A satellite school or annex 9%
   4☐ A school without walls 1%
   5☐ A school cooperatively maintained by several districts 3%
   6☐ A course offering within the parent school 8%
   7☐ A remedial or corrective program to which students are assigned on a temporary basis 13%
   8☐ Other (specify) ____8%____

   ____

10. Within your school, what is the number of people (in fulltime equivalents) in each of the following categories?

    a. Director(s) or administrator(s) |_|_|
    b. Teachers |_|_|_|
    c. Counselors |_|_|
    d. Interns and/or student teachers |_|_|
    e. Aides |_|_|_|
    f. Secretaries |_|_|
    g. Custodians |_|_|
    h. Others (Specify) ______________________

    ____

    See Table V

11. In relation to the standard secondary education program in your district, are your per pupil expenses:

    1☐ Greater 38%
    2☐ Less 21%
    3☐ About the same 41%

12. In relation to other schools in your district, has your enrollment over the past several years:

    1☐ Grown 45%
    2☐ Declined 14%
    3☐ Remained about the same 41%

13. · In what ways does your alternative differ *most* from typical schools in the district? *Rank* the three areas of greatest departure by putting numbers in boxes (ONE (1) is highest. *Rank* NOT more than 3.)

1☐ Curriculum and content 40%
1☐ Methods of instruction 57%
1☐ Decision-making spheres and processes 23%
1☐ Teacher-student interaction (other than in decision-making) 63%
1☐ Method of grading 10%
1☐ Teacher roles and functions 33%
1☐ Administrative/organizational structure 14%
1☐ Racial diversity of students 5%
1☐ School-parent interaction 12%
1☐ School-community interaction 11%
1☐ Other (specify) 7%

14. Which of the following best describes the present prospects for your alternative program? (Check ONE.)

1☐ We are much safer than regular programs in the school system. 8%

2☐ We are as safe as regular programs in the school system. 39%

3☐ We are somewhat less secure than regular programs in the school system. 40%

4☐ We are in danger of not surviving. 13%

SECTION II: STUDENT INFORMATION

15. What percent of your students fall within the following categories? See Tables III and VII

	0%	1-19%	20-39%	40-59%	60-79%	80-99%	100%
a. Female	1☐	2☐	3☐	4☐	5☐	6☐	7☐
b. Male	1☐	2☐	3☐	4☐	5☐	6☐	7☐
c. Asian	1☐	2☐	3☐	4☐	5☐	6☐	7☐
d. Black	1☐	2☐	3☐	4☐	5☐	6☐	7☐
e. Hispanic	1☐	2☐	3☐	4☐	5☐	6☐	7☐
f. American Indian	1☐	2☐	3☐	4☐	5☐	6☐	7☐
g. English is a second language	1☐	2☐	3☐	4☐	5☐	6☐	7☐
h. Come from urban homes.	1☐	2☐	3☐	4☐	5☐	6☐	7☐
i. Come from suburban homes	1☐	2☐	3☐	4☐	5☐	6☐	7☐
j. Come from rural homes .	1☐	2☐	3☐	4☐	5☐	6☐	7☐
k. Come from lower-class homes	1☐	2☐	3☐	4☐	5☐	6☐	7☐
l. Come from middle-class homes	1☐	2☐	3☐	4☐	5☐	6☐	7☐
m. Come from upper class homes	1☐	2☐	3☐	4☐	5☐	6☐	7☐

16. Upon entrance, are the majority of your students functioning: (Check ONE.)

1☐ Below school district academic achievement norms 69%
2☐ At school district academic norms 25%
3☐ Above school district academic achievement norms 6%

17. Upon entrance, are the majority of your students functioning: (Check ONE.)

1☐ Below district behavioral norms 62%
2☐ At district behavioral norms 30%
3☐ Above district behavioral norms 8%

18. Compared to their patterns at previous schools, student attendance in the alternative program has: (Check ONE.)

1☐ Greatly increased 38%
2☐ Increased 43%
3☐ Remained about the same 18%
4☐ Decreased 6.8%
5☐ Greatly decreased —

SECTION III: DECISION-MAKING

19. How much autonomy does your school have in each of the following areas? (Mark ONE box in each row.)

	None	Some	A lot	Full
a. Course content . . .	4% 1☐	21% 2☐	45% 3☐	31% 4☐
b. Teaching/learning activities	– 1☐	8% 2☐	42% 3☐	50% 4☐
c. Staff selection . . .	10% 1☐	26% 2☐	35% 3☐	28% 4☐
d. Student behavior . rules	2% 1☐	12% 2☐	43% 3☐	44% 4☐
e. Student selection .	14% 1☐	22% 2☐	31% 3☐	34% 4☐
f. Program planning .	– 1☐	9% 2☐	43% 3☐	48% 4☐
g. Student evaluation format	3% 1☐	13% 2☐	34% 3☐	50% 4☐

20. Which people in your school have a *significant* role in making decisions in the following areas? (Check ALL that apply.)

	Parents	Teachers	Students
a. Student discipline	1☐ 28%	1☐ 99%	1☐ 45%
b. Student admission	1☐ 52%	1☐ 78%	1☐ 47%
c. Hiring of staff . . .	1☐ 11%	1☐ 97%	1☐ 14%
d. Formal evaluation of staff	1☐ 14%	1☐ 89%	1☐ 27%
e. Allocation of school budget . .	1☐ 14%	1☐ 96%	1☐ 8%
f. School goals	1☐ 37%	1☐ 98%	1☐ 48%
g. Courses available .	1☐ 17%	1☐ 98%	1☐ 44%
h. Courses taken. . . .	1☐ 31%	1☐ 80%	1☐ 75%
i. Course content. . .	1☐ 11%	1☐ 100%	1☐ 36%

SECTION IV: EVALUATION

21. Who is regularly involved in formal program evaluation in your school? (Check ALL that apply.)

1☐ Alternative school personnel 67%
1☐ Other school district personnel 56%
1☐ Outside evaluators 33%
1☐ Have no formal program evaluation 15%

22. Which of the following methods *best* describes what you do in evaluating students? (Check ONE.)

1☐ Comparative (student's performance weighed against others') 9%
2☐ Criterion-references (student's performance judged against specific educational objectives) 30%
3☐ Individual (performance judged against expectations for that student) 57%
4☐ Other (specify) 4%

SECTION V: CURRICULUM AND ACTIVITIES

23. Does your program specialize in one or two specific curricular orientations?

1☐ Yes 51%
2☐ No 49%

If YES, which areas? (Check NO more than two.)

1☐ College preparation 33%
1☐ Career and vocational education 68%
1☐ Outdoor education 7%
1☐ Environmental education 6%
1☐ Cross cultural or ethnic studies 8%
1☐ Fine arts 8%
1☐ Other (specify) 29%

24. Which of the following skills does your curriculum emphasize most, for most students? (Check NO more than three.)

1☐ Vocational/career skills 40%
1☐ Human relations skills 52%
1☐ Life planning skills 31%
1☐ Problem-solving skills 34%
1☐ Learning skills (critical, analytic thinking) 28%
1☐ Basic skills (reading, writing, computation) 79%
1☐ School skills (study habits, test-taking) 22%

25. Which of the following experiences are a significant part of your school's program (claiming time equivalent to at least that of a course), for substantial numbers of students (i.e., one-third or more)? (Check ALL that apply.)

1☐ Community service 31%
1☐ Independent study 57%
1☐ Peer teaching 24%
1☐ Multi-age/grade learning 49%
1☐ Outdoor education 16%
1☐ Off-campus courses 16%
1☐ Extended field trips 28%
1☐ Other (specify) 15%

SECTION VII: NETWORKING/ PARTICIPATION INTERESTS

26. Are you or others at your school interested in:

	Yes	No
a. Intervisitation programs with other alternatives	91% ¹☐	²☐
b. Attending alternative education workshops	91% ¹☐	²☐
c. Offering alternative education workshops	60% ¹☐	²☐
d. Exchanging materials with other alternatives	93% ¹☐	²☐
e. Networking (beyond what you may be doing now) with other alternative school people	83% ¹☐	²☐
f. Student swaps	42% ¹☐	²☐
g. Staff swaps	51% ¹☐	²☐
h. Other collaborative activities (please specify) ____________	39% ¹☐	²☐

____

____

27. Do you wish to receive a copy of the results of this survey?

¹☐ Yes 97%
²☐ No 3%

28. Do you wish to be on the PAE mailing list to receive other materials on alternative schools and education?

¹☐ Yes 97%
²☐ No 3%

29. Do you wish to contribute ideas and materials to a periodic newsletter on alternatives?

¹☐ Yes 77%
²☐ No 23%

30. Please check the enclosed list of other alternative schools we know about in your state–and add the names and addresses of any we've missed. We are doing our best to make this a *comprehensive* survey of public alternative high schools. (Write names and addresses on back or enclose a sheet.)

31. A final (optional) question for the directory we hope to get funds to do:

What do you think is the single most outstanding feature of your alternative program?

____

____

Appendix B

PREVIOUS ALTERNATIVE SCHOOL SURVEYS

"National Consortium for Options in Public Education: Directory of Alternative Public Schools," Changing Schools, No. 008, (1972), pp. 1-18.

Thomas E. Wolf, Michael Walker, Robert A. Mackin, Summary of the NASP Survey, 1974 (Amherst: National Alternative Schools Program, University of Massachusetts, 1974) (mimeo).

Robert D. Barr, "The Growth of Alternative Public Schools: The 1975 ICOPE Report," Changing Schools, No. 12 (3:4, 1975), pp. 1-10.

National School Boards Association, Research Report: Alternative Schools (Evanston, Ill.: The Association, 1976).

Anne Flaxman and Kerry Christensen Homstead, 1977-78 National Directory of Public Alternative Schools (Amherst: National Alternative Schools Program, University of Massachusetts, 1978).

Appendix C

ABOUT THE SURVEY AND ITS HISTORY

We began with the aim of finding and surveying every public secondary alternative school in the nation -- intending a census, rather than a sample. As events developed, that goal became impossible, despite extensive efforts and generous assistance from others. Months later, we are still finding programs we didn't know about, and we are still sending out and receiving questionnaire forms. Our initial mailing list totalled 2200 schools and we have since located 300 more. We had 1121 replies in time for computer analysis, and there are now 100 additional replies that will go into updates we hope to do later.

There are probably two to three times the number of alternatives we found. But it is unlikely that anyone will be able to confirm such an estimate, for several reasons. One is that the different administrative location of programs in different states and districts makes it impossible to know where to seek information. And one office within a system is not always aware of the resources and programs of another. Thus, we doubtless failed to identify whole sets of alternatives in some locales. Then too, since many school districts have central administrators handle all out-of-district communications, we were not always given names and addresses of local programs. We received a number of survey forms done as composite descriptions of multiple programs. And some districts reported a policy of selecting just one program taken as somehow representative of a number, for reports and "showcasing." These and other obstacles strongly suggest that no inquiry will ever have the time and resources to complete a full national roster. And we're not sure of the kinds of bias introduced in our data by not having a total census.

In the summer of 1981, we began on locating public alternative secondary schools and designing a survey instrument that would best gather and display information about them, without burdening the respondent too much. Our initial list came from a number of sources: alternative school friends across the country, state department of education officials, and superintendents of schools in towns and cities of more than 50,000 population. (We wrote to all of these seeking names of schools.) As indicated in our acknowledgments, a number of individuals and organizations shared their mailing lists, and others helped us in other ways to build our own.

We initially planned to limit our focus to alternatives at the secondary level. However, the boundary proved difficult to maintain. We wanted to include junior high alternatives along with senior high schools -- and the overlap in age and grade levels also made middle schools logical candidates for inclusion. This in turn recommended elementary schools extending into seventh and eighth grades. And we did not want to omit K-12 alternatives. This is how our respondents came to include the array of organizational types and grade levels that are shown on page 6.

We initially planned to restrict our survey not only to the secondary-school level, but also to alternatives in public schools. It became evident, however, that the public-private distinction also is not always so sharply drawn. Thus, our respondents include several privately owned alternatives which are directly or indirectly maintained by public school districts. We also listed schools for Native Americans, and some of the responding programs informed us that they are tribally owned and not formally categorized as public.

Our initial intent was to confine our survey to the United States. We were disappointed by the decision of the superintendent not to permit Hawaiian alternatives to participate. On the other hand, two Canadian provinces asked to become involved, and others joined them. Thus, there are a few Canadian alternatives included in our totals. (Canadian interest in and development of alternative education appear sufficient to warrant including the other provinces as well, and they will be added to updates of this report.)

We devised our questionnaire with an eye both to earlier surveys, and to our own future research plans which will in part build upon these findings. This report was written for school people and school policymakers. It is possible that PAE will be preparing other reports of the survey, for different audiences. Meanwhile, we will be glad to make our printouts available in the Project offices to other researchers interested in examining the original data.

In reporting our findings, we have consistently used percentages, and these are based on adjusted frequencies throughout.

By: **Mary Anne Raywid**
The Current Status of Schools of
Choice In Public Secondary Education
Project on Alternatives in Education
c/o Hofstra University
School of Education
Hempstead, New York 11550

EXISTING

ALTERNATIVE PROGRAMS

IOWA

IOWA ALTERNATIVE SCHOOLS

Directory Listing

BETTENDORF

Project R.E.A.D.Y. 87-88
Project R.E.A.D.Y. 89-90

BOONE

DMACC Diploma Program 91-92

BURLINGTON

University High School 93-94

CEDAR RAPIDS

Family School 95-96
Kirkwood/Prairie 97-98
Metro Secondary School 99-100

CENTERVILLE

Horizon Alternative High School 101-102

CHARLES CITY

Student Planning Time 103

CLINTON

Clinton Night High School 104-105

COUNCIL BLUFFS

Alternative Learning Center 106-107
Independent Learning Center 108-109

CRESTON

Creston Alternative School 110-111

DAVENPORT

Center for Continuing Education 112-113
Teen Academic and Parenting Program (T.A.P.P.) 114-115

DES MOINES

Des Moines Alternative High School (North & South Campuses) 116-117
Dropout/Outreach Project 118-119
Metro Transitional School 120-121
Phillips Traditional School 122-123
School Within A School (East) 124-125
School Within A School (Lincoln) 126-127
School Within A School (North) 128-129

DUBUQUE

Central School 130-131

EARLHAM

Adult Education 132-133

EMMETSBURG

Career Orientation Center 134-135
Iowa Lakes Community College Workshop 136-137

FORT MADISON

Creative Learning Center 138-139

HARLAN

Iowa Western Community College ABE/GED 140

HARTWICK

Hartwick Consortium 141-142

IOWA CITY

Community Education Center 143-144
Kirkwood Key Career Program 145-146

KEOKUK

Learning Center 147

MAQUOKETA

Maquoketa Alternative Classroom 148-149

MARION

Marion Learning Center 150-151

MASON CITY

Mason City Alternative School 152-153

MOUNT PLEASANT

Mt. Pleasant Community Senior High Summer Alternative School 154-155

MUSCATINE

Continuing Education Program 156-157

OELWEIN

Oelwein Alternative School 158-159

OSCEOLA

Clarke Alternative Program 160-161

OTTUMWA

Ottumwa Alternative High School 162-163

RUNNELLS

Alternative School 164-165

ST. ANSGAR
ABE/GED Program 166-167

SIOUX CITY
Individualized Learning Center 168-169

TAMA
Tama Community Learning Center 170-171

WATERLOO
EXPO High School 172-173
Independent Learning Center 174-175

WAVERLY
EXPO II 176

WEBSTER CITY
Alternative School 177-178

WELLMAN
West Campus 179-180

School Name/Program: Project Ready
Address: 951 27th Street, Bettendorf, IA 52722
Phone: (319) 359-9375 **Contact Person:** Linda Goff

School District: Bettendorf Community Schools **Sch. Dist. Size:** 4,543

Operational Information

Enrollment Number: 20 No. Disabled: 12
Years in Existence as of 09/01/84: 4 years 7 months
Employed Staff of Alternative School/Program: 2 Full Time Teachers
1 Part Time Work/Site Analyst

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
- Waiting period required before enrollment is allowed (administrative decision)
- Students referred directly into program - no waiting period (administrative decision)
- Only students within district served
- All students attend full day (5 1/2 hours) (one day per week)

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- School week (Monday through Friday)
- School Year (September through May)

Purpose of Alternative School or Program:
- Dropout prevention
- Transition back into Regular School Program
- High school completion within Alternative School or Program

Diploma:
- Diploma from Regular High School offered

Facility:
- Program in former school building, presently Park Board Center for cultural arts

Evaluation
- Regular procedure for notifying parents and students of progress
- Procedures for recognizing satisfactory work and other accomplishments of students
- Procedures for evaluation of staff

Project Ready - Bettendorf Community

Curriculum Techniques/Activities:

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
Group Problem Solving
School Offerings Awareness
Parent Relations/Conferences
Decision Making Skills
School/Community Issues
Other: students can use guidance services at traditional high school

Governance

Students participate in school governance:
- Instruction
- Co-curricular Activities

Teachers input decisions about:
- Instruction
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

Community Involvement

Opportunities for parents to participate
Opportunities for participation by community groups or civic and business associations

School Name/Program: Project Ready
Address: 951 27th Street, Bettendorf, IA 52722
Phone: (319) 359-9375 **Contact Person:** Jean Murach-Mattson

School District: Pleasant Valley Community Schools **Sch. Dist. Size:** 2,666

Operational Information

Enrollment Number: 20 **No. Disabled:** 1
Years in Existence as of 09/01/84: 4 years 7 months
Employed Staff of Alternative School/Program: 2 Full Time Teachers
1 Part Time Work-Site Analyst

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:

Waiting period required before enrollment is allowed (administrative decision)
Students referred directly into program - no waiting period (administrative decision)
Only students within district served
All students attend full day (5 1/2 hours) - one day per week

Schedule:

Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:

Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:

Diploma from Regular High School offered

Facility:

Program in former school building, presently Park Board Center for cultural arts

Evaluation

Regular procedure for notifying parents and students of progress
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Project Ready - Pleasant Valley Community Schools

Curriculum Techniques/Activities:
    Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
    Individual Scheduling (Students are instructed or counseled one-on-one)
    Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
    Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:
    Program Planning
    Career Planning/Placement/Preparation
    Individual Problem Solving
    Group Problem Solving
    School Offerings Awareness
    Parent Relations/Conferences
    Decision Making Skills
    School/Community Issues
    Other: students can use guidance services at traditional high school

Governance
    Students participate in school governance:
        Instruction
        Co-curricular Activities

    Teachers input decisions about:
        Instruction
        Discipline
        Teacher Evaluation
        Co-curricular Activities
        Staff Development

Community Involvement
    Opportunities for parents to participate
    Opportunities for participation by community groups or civic and business associations

School Name/Program: DMACC Diploma Program
Address: DMACC - 1125 Hancock Drive, Boone, IA 50036
Phone: (515) 432-7203 **Contact Person:** Sunny Powers

School District: Boone Community Schools **Sch. Dist. Size:** 2,142

Operational Information

Enrollment Number: 7 **No. Disabled:** 3
Years in Existence as of 09/01/84: 11 years
Employed Staff of Alternative School/Program: 2 Part Time Teachers

Grade Levels Served: 9 thru 12 (A.B.E. Program also in operation for lower level students)
Students Served: Dropouts - Potential Dropouts (counseling)
Regular students requesting traditional structure (transfer students back to their high school)

Enrollment Procedure:
Waiting period required before enrollment is allowed (has to have permission of last high school if out of school less than one year)
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program
Elementary school completion
Other: preparation for specific goals such as nursing or other voc. ed. or college programs

Diploma:
Separate Alternative School diploma offered
Diploma from Regular High School offered

Facility:
Program located in school building housing regular program

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students

DMACC Diploma Program - Boone

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:
Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
Group Problem Solving
Self Assessment/Testing
School Offerings Awareness

Governance
Students participate in school governance:
Teacher Evaluation

Teachers input decisions about:
Instruction
Curriculum
Discipline
Teacher Evaluation
Staff Development

Community Involvement
Opportunities for parents to participate
Opportunities for participation by community groups or civic and business associations
School is available for use by community groups

School Name/Program: University High School
Address: 1200 Market Street, Burlington, IA 52601
Phone: (319) 753-6747 **Contact Person:** Jim Fenton

School District: Burlington Community Schools Sch. Dist. Size: 5,804

Operational Information

Enrollment Number: 76 No. Disabled: 11
Years in Existence as of 09/01/84: 1 month
Employed Staff of Alternative School/Program: 4 Full Time Teachers
1 Part Time Counselor
1 Part Time Teacher
1 Director
1 Full Time Aid

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Waiting period required before enrollment is allowed
Students referred directly into program - no waiting period
Only students within district served
All students attend full day (5 1/2 hours)

Schedule:
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

University High School

Curriculum Techniques/Activities:
- Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)
- Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
- Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance
- Students participate in school governance:
    - Co-curricular Activities

- Teachers input decisions about:
    - Instruction
    - Curriculum
    - Discipline
    - Co-curricular Activities
    - Staff Development

Community Involvement
- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Family School
Address: Johnson Elementary, 355 18th Street, SE, Cedar Rapids, IA 52403
Phone: (319) 398-2174 **Contact Person:** Steven G. Chambliss

School District: Cedar Rapids Community Schools **Sch. Dist. Size:** 18,500

Operational Information

Enrollment Number: 50 **No. Disabled:** 7
Years in Existence as of 09/01/84: 11 years
Employed Staff of Alternative School/Program: 2 Full Time Teachers

Grade Levels Served: 1 thru 6
Students Served: Regular students requesting alternative

Enrollment Procedure:
Waiting period required before enrollment is allowed
Only students within district served
All students attend full day (5 1/2 hours)

Schedule:
Day classes (9:15 a.m. to 3:45 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Other: Non-graded/Non-competitive

Diploma:
No diploma or certificate offered

Facility:
Program located in school building housing regular program

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Family School

Curriculum Techniques/Activities:

Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)

Block Scheduling (Instruction or guidance is provided for groups of students together)

Individual Scheduling (Students are instructed or counseled one-on-one)

Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Interdisciplinary Instruction (Two or more subjects are combined into one class for students to appreciate relationships and intercommunications among subject areas)

Counseling Activities:

Individual Problem Solving
Group Problem Solving
Self Assessment/Testing
Parent Relations/Conferences
Decision Making Skills

Governance

Students participate in school governance:
- Instruction
- Discipline

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Staff Development

Community Involvement

Opportunities for parents to participate

Opportunities for participation by community groups or civic and business associations

School Name/Program: Kirkwood/Prairie
Address: Lincoln Learning Center, 18th Ave. & 9th St., SW
Cedar Rapids 52404
Phone: (319) 366-0142 **Contact Person:** Jan McBurney

School District:, College Community Schools **Sch. Dist. Size:** 18,236

Operational Information

Enrollment Number: 20 **No. Disabled:** 4
Years in Existence as of 09/01/84: 5 years
Employed Staff of Alternative School/Program: 1 Part Time Counselor
2 Part Time Teachers

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Waiting period required before enrollment is allowed
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Separate Alternative School diploma offered
Diploma from Regular High School offered

Facility:
Program in old school building owned by the Community College

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Kirkwood/Prairie

Curriculum Techniques/Activities:

Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Counseling Activities:

Program Planning
Career Planning/Placement/Preparation
Self Assessment/Testing

Governance

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

Community Involvement

Opportunities for parents to participate
School is available for use by community groups

School Name/Program: Metro Secondary School
Address: 1212 7th Street, S.E., Cedar Rapids, IA 52401
Phone: (319) 398-2193 **Contact Person:** Mary Wilcynski
(319) 398-2216 Don Stout

School District: Cedar Rapids Community Schools Sch. Dist. Size: 18,236

Operational Information

Enrollment Number: 568 **No. Disabled:** 52
Years in Existence as of 09/01/84: 11 years
Employed Staff of Alternative School/Program:
4 Full Time Counselors
24 Full Time Teachers
2 Part Time Teachers
3 Clerical
4 Associates
1 Vocational Expediter

Grade Levels Served: 9 thru 12
Students Served: Dropouts

Enrollment Procedure:
Only students within district served

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
Dropout prevention
High school completion within Alternative School or Program
GED

Diploma:
Separate Alternative School diploma offered

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Metro Secondary School

Curriculum Techniques/Activities:

Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)
Interdisciplinary Instruction (Two or more subjects are combined into one class for students to appreciate relationships and intercommunications among subject areas)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
Group Problem Solving
School Offerings Awareness
Parent Relations/Conferences
Decision Making Skills
School/Community Issues
Other: Classes in Communication Skills, Peer Counseling

Governance

Students participate in school governance:
- Instruction
- Curriculum
- Co-curricular Activities

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Co-curricular Activities
- Staff Development

Community Involvement

Opportunities for parents to participate
Opportunities for participation by community groups or civic and business associations
School is available for use by community groups

School Name/Program: Horizon Alternative High School
Address: 1020 West State, Centerville, IA 52544
Phone: (515) 437-4370 ext. 239 **Contact Person:** Michael Halupnick

School District: Centerville Community Schools **Sch. Dist. Size:** 1,771

Operational Information

Enrollment Number: 40 **No. Disabled:** 20
Years in Existence as of 09/01/84: 5 years
Employed Staff of Alternative School/Program: 3 Full Time Teachers
1 Coordinator/Teacher/Counselor

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Waiting period required before enrollment is allowed
Students referred directly into program - no waiting period
Only students within district served
All students attend full day (5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program in store-front, church, or building other than a typical school building

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Horizon Alternative High School

Curriculum Techniques/Activities:

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)

Block Scheduling (Instruction or guidance is provided for groups of students together)

Individual Scheduling (Students are instructed or counseled one-on-one)

Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Interdisciplinary Instruction (Two or more subjects are combined into one class for students to appreciate relationships and intercommunications among subject areas)

Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

Career Planning/Placement/Preparation
Individual Problem Solving
Group Problem Solving
Self Assessment/Testing
School Offerings Awareness
Parent Relations/Conferences
Decision Making Skills
School/Community Issues

Governance

Students participate in school governance:
- Instruction
- Curriculum
- Discipline
- Co-curricular Activities

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Co-curricular Activities
- Staff Development

Community Involvement

Opportunities for participation by community groups or civic and business associations

School is available for use by community groups

School Name/Program: Student Planning Time
Address: Salsbury Drive and Owen Drive, Charles City, IA 50616
Phone: (515) 228-1112 **Contact Person:** Myrna Kluiter
Pat Conn

School District: Charles City Comm. Schools **Sch. Dist. Size:** 2,185

Operational Information

Enrollment Number: 4 **No. Disabled:** 0
Years in Existence as of 09/01/84: 1 month
Employed Staff of Alternative School/Program: 6 - assigned 1 period a day

Grade Levels Served: 10 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
All students attend full day (5 1/2 hours)

Schedule:
School week (Monday through Friday)

Purpose of Alternative School or Program:
Dropout prevention

Diploma:
Diploma from Regular High School offered

Facility:
Program located in school building housing regular program

Counseling Activities:
Program Planning
Individual Problem Solving
Self Assessment/Testing

School Name/Program: Clinton Night High School
Address: 8th Avenue S. at 9th Street, Clinton, IA 52732
Phone: (319) 243-7540 ext. 208 **Contact Person:** Suellen Schuey
(319) 243-7547

School District: Clinton Community Schools **Sch. Dist. Size:** 5,014

Operational Information

Enrollment Number: 50 **No. Disabled:** 6
Years in Existence as of 09/01/84:
Employed Staff of Alternative School/Program: 1 Full Time Counselors
3 Full Time Teachers
11 Part Time Teachers

Grade Levels Served: 9-12
Students Served: Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1 - 4 hours)

Schedule:
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Thursday)
School Year (September through May)

Purpose of Alternative School or Program:
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in school building housing regular program

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Clinton Night High School

Counseling Activities:
- Program Planning
- Individual Problem Solving
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills

Governance
- Teachers input decisions about:
    - Instruction
    - Curriculum
    - Discipline

Community Involvement
- School is available for use by community groups

School Name/Program: Alternative Learning Center
Address: 815 N. 18th Street, Council Bluffs, IA 51501
Phone: (712) 328-6510 **Contact Person:** Romola Fritz

School District: Council Bluffs Schools **Sch. Dist. Size:** 9,900

Operational Information

Enrollment Number: 160 **No. Disabled:** 80
Years in Existence as of 09/01/84: 11 years
Employed Staff of Alternative School/Program: 8 Full Time Teachers
1 Part Time Counselors
5 Part Time Teachers

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:

Students referred directly into program - no waiting period (waiting list due to limited space/staff)
Only students within district served (unless tuition is paid)
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:

Day classes (7:00 a.m. to 5:00 p.m.)
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:

Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:

Diploma from Regular High School offered

Facility:

Program located in separate school building (No regular classes included)

Evaluation

Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Alternative Learning Center

Curriculum Techniques/Activities:
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)
- Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance
- Students participate in school governance:
  - Instruction
  - Curriculum
  - Teacher Evaluation
  - Co-curricular Activities
  - Advisory Board

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Co-curricular Activities
  - Staff Development

Community Involvement
- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations

School Name/Program: Independent Learning Center
Address: Lewis Central High School, Hwy 275, Council Bluffs, IA 51501
Phone: (712) 366-2531 ext. 240 **Contact Person:** Richard Fauchier

School District: Lewis Central Community Schools **Sch. Dist. Size:** 2,518

Operational Information

Enrollment Number: 24 **No. Disabled:** 0
Years in Existence as of 09/01/84: 6 Years
Employed Staff of Alternative School/Program: 1 Full Time Teachers

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts
Regular students needing traditional structure

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
Most students attend full day (5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program
Other: Pregnancy

Diploma:
Diploma from Regular High School offered

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)

Independent Learning Center

Counseling Activities:

- Program Planning
- Individual Problem Solving
- Self Assessment/Testing
- Parent Relations/Conferences

Governance

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Teacher Evaluation
  - Co-curricular Activities
  - Staff Development

School Name/Program: Creston Alternative School
Address: 110 N. Walnut, Creston, IA 50801
Phone: (515) 782-4375 **Contact Person:** Roger J. Hemesath

School District: Creston Community **Sch. Dist. Size:** 1,865

Operational Information

Enrollment Number: 8-16 **No. Disabled:** 4
Years in Existence as of 09/01/84: 6 years 4 months
Employed Staff of Alternative School/Program: 1 Full Time Teacher
1 Part Time Clerical Aide

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program in store-front, church, or building other than a typical school building fire station

Evaluation
Regular procedure for notifying parents and students of progress

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)

Creston Alternative School

Counseling Activities:
- Parent Relations/Conferences
- Decision Making Skills

Governance

Students participate in school governance:
- Discipline

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline

School Name/Program: Center for Continuing Education
Address: 1002 West Kimberly Road, Davenport, IA 52806
Phone: (319) 386-5840 **Contact Person:** Dr. Robert Agan

School District: Davenport Community School **Sch. Dist. Size:** 19,338

Operational Information

Enrollment Number: 92 **No. Disabled:** 28
Years in Existence as of 09/01/84: 14 years
Employed Staff of Alternative School/Program: 1 Full Time Counselor
4 Full Time Teachers
1 Part Time Teacher

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (8:00 a.m. to 3:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program

Diploma:
No diploma or certificate offered

Facility:
Program in store-front, church, or building other than a typical school building Vocational Education Building

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)

Counseling Activities:
Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
School Offerings Awareness

Center for Continuing Education

Governance

- Students participate in school governance:
    - Co-curricular Activities

- Teachers input decisions about:
    - Instruction
    - Curriculum
    - Discipline
    - Co-curricular Activities
    - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations

School Name/Program: T.A.P.P. (Teen Academic and Parenting Program)
Address: 2406 Marquette, Davenport, IA 52804
Phone: (319) 326-5072 **Contact Person:** Pat McCoy

School District: Davenport Community Schools **Sch. Dist. Size:** 19,338

Operational Information

Enrollment Number: approx. 125 per year **No. Disabled:** 45
Years in Existence as of 09/01/84: 13 years 4 months
Employed Staff of Alternative School/Program:

- 1 1/2 Part Time Counselors
- 8 Part Time Teachers
- 1 Nurse
- 1 Aide

Grade Levels Served: 7 thru 12
Students Served: Potential Dropouts

Enrollment Procedure:
- Students referred directly into program - no waiting period
- Students within and outside district served
- Students attend full day (5 1/2 hours); some seniors partial day

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- School week (Monday through Friday)
- School Year (September through May)

Purpose of Alternative School or Program:
- Dropout prevention
- Transition back into Regular School Program
- High school completion within Alternative School or Program only seniors
- Other: Provide prenatal and infant development instruction for students. All students in program are pregnant.

Diploma:
- Diploma from Regular High School offered

Facility:
- Program located in separate school building (No regular classes included)

Evaluation
- Regular procedure for notifying parents and students of progress
- Procedures for recognizing outstanding work and other accomplishments of students
- Procedures for recognizing satisfactory work and other accomplishments of students
- Procedures for evaluation of staff
- Procedures for measuring and comparing academic progress within the district

Teen Academic and Parenting Program

Curriculum Techniques/Activities:

- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:

- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Teacher Evaluation
  - Co-curricular Activities
  - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations

School Name/Program: Des Moines Alternative High School
Address: 1000 S.W. Porter - South Campus, Des Moines, IA 50315
1801 16th - North Campus, Des Moines, IA 50314
Phone: (515) 285-3323 **Contact Person:** Vincent C. Scavo, Principal - SC
244-0448 Gene Stephany - NC

School District: Des Moines Independent Community Schools **Sch. Dist. Size:** 31,000

Operational Information

Enrollment Number: 482 **No. Disabled:** 482
Years in Existence as of 09/01/84: 15 years 7 months
Employed Staff of Alternative School/Program:

2	Full Time Counselors
24.5	Full Time Teachers
7	Teacher Associates

Grade Levels Served: 9 thru 12
Students Served: Dropouts

Enrollment Procedure:
Waiting period required before enrollment is allowed
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered
Other: Department of Community & Adult Education Diploma

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Des Moines Alternative High School

Curriculum Techniques/Activities:

- Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)
- Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
- Interdisciplinary Instruction (Two or more subjects are combined into one class for students to appreciate relationships and intercommunications among subject areas)
- Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance

- Students participate in school governance:
  - Instruction
  - Curriculum
  - Co-curricular Activities

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Co-curricular Activities
  - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Dropout/Outreach Project
Address: 1801 - 16th Street, Des Moines, IA 50314
Phone: (515) 244-7015 **Contact Person:** Ronald Sallade

School District: Des Moines Independent Community Schools **Sch. Dist. Size:** 31,000

Operational Information

Enrollment Number: 34 . **No. Disabled:** 8
Years in Existence as of 09/01/84: 0 years 0 months
Employed Staff of Alternative School/Program: 2 Full Time Learning Coordinators

Grade Levels Served: 8 thru 12
Students Served: Dropouts

Enrollment Procedure:
- Waiting period required before enrollment is allowed
- Students within and outside district served
- Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- School week (Monday through Friday)
- School Year (September through May)

Purpose of Alternative School or Program:
- Transition back into Regular School Program
- High school completion within Alternative School or Program

Diploma:
- Diploma from Regular High School offered

Facility:
- Program in store-front, church, or building other than a typical school building project located at sites offering alternative High School - Kurtz and Casady

Evaluation
- Procedures for recognizing outstanding work and other accomplishments of students
- Procedures for evaluation of staff

Curriculum Techniques/Activities:
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)
- Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
- Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Dropout/Outreach Project

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance

Students participate in school governance:
- Instruction
- Curriculum

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Co-curricular Activities
- Staff Development

Community Involvement
- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations

School Name/Program: Metro Transitional School
Address: 2430 E. University, Des Moines, IA 50317
Phone: (515) 263-0856 **Contact Person:** Dr. Michael J. Loffredo

School District: Des Moines Independent Community Schools **Sch. Dist. Size:** 31,000

Operational Information

Enrollment Number: 123 **No. Disabled:** 123
Years in Existence as of 09/01/84: 15 years
Employed Staff of Alternative School/Program: 1 Full Time Counselor
8 Full Time Teachers
1 Part Time Teachers
4 Special Education Teachers
3 Special Education Associates

Grade Levels Served: 6 thru 8
Students Served: Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
All students attend full day (5 1/2 hours)

Schedule:
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Transition back into Regular School Program

Diploma:
Other: Junior High Program

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Metro Transitional School

Curriculum Techniques/Activities:

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

Program Planning
Individual Problem Solving
Group Problem Solving
Self Assessment/Testing
Decision Making Skills

Governance

Students participate in school governance:
    Co-curricular Activities

Teachers input decisions about:
    Instruction
    Curriculum
    Discipline
    Co-curricular Activities
    Staff Development

Community Involvement

Opportunities for parents to participate
School is available for use by community groups

School Name/Program: Phillips Traditional School
Address: 1701 Lay Street, Des Moines, IA 50317
Phone: (515) 265-3406 **Contact Person:** Dominic Bonanno, Prin.

School District: Des Moines Independent Community Schools **Sch. Dist. Size:** 31,000

Operational Information

Enrollment Number: 400 **No. Disabled:** 50
Years in Existence as of 09/01/84: 4 years 4 months
Employed Staff of Alternative School/Program: 23 Full Time Teachers
1 Part Time Counselor
1 Part Time Teacher

Grade Levels Served: K thru 8
Students Served: Regular students requesting traditional structure

Enrollment Procedure:
- Waiting period required before enrollment is allowed
- Students referred directly into program - no waiting period
- Only students within district served
- All students attend full day (5 1/2 hours)

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- School week (Monday through Friday)
- School Year (September through May)

Purpose of Alternative School or Program:
- Elementary school completion
- Other: 6, 7, 8 grade unit

Diploma:
- No diploma or certificate offered

Facility:
- Program located in separate school building (No regular classes included)

Evaluation
- Procedure for completing follow-up information on students (career, school, social success)
- Regular procedure for notifying parents and students of progress
- Procedures for recognizing outstanding work and other accomplishments of students
- Procedures for recognizing satisfactory work and other accomplishments of students
- Procedures for evaluation of staff
- Procedures for measuring and comparing academic progress within the district

Phillips Traditional

Curriculum Techniques/Activities:
- Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Parent Relations/Conferences

Governance
- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Co-curricular Activities
  - Staff Development

Community Involvement
- Opportunities for parents to participate
- School is available for use by community groups

School Name/Program: School Within A School (SWS)
Address: East High School, 815 E. 13th Street, Des Moines, IA 50316
Phone: (515) 266-8231 **Contact Person:** Paul O. Poehlein

School District: Des Moines Independent Community Schools **Sch. Dist. Size:** 31,000

Operational Information

Enrollment Number: 60 **No. Disabled:** 60
Years in Existence as of 09/01/84: 0 years
Employed Staff of Alternative School/Program: 1 Part Time Counselors
4 Part Time Teachers

Grade Levels Served: 9 thru 10
Students Served: Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
All students attend full day (5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program

Diploma:
No diploma or certificate offered

Facility:
Program located in school building housing regular program

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)

School Within A School - East High School

Counseling Activities:
- Program Planning
- Individual Problem Solving
- Group Problem Solving
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills

Governance
- Students participate in school governance:
  - Instruction
  - Curriculum

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline

Community Involvement
- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations

School Name/Program: School Within A School (SWS)
Address: Lincoln High School, 2600 SW 9th St., Des Moines, IA 50315
Phone: (515) 288-3789 **Contact Person:** Morry Hansen, Counselor

School District: Des Moines Independent Community Schools **Sch. Dist. Size:** 31,000

Operational Information

Enrollment Number: 34 **No. Disabled:** 3
Years in Existence as of 09/01/84: 4 1/2 months
Employed Staff of Alternative School/Program: 1 Full Time Counselors
3 Full Time Teachers
1 Part Time Teachers

Grade Levels Served: 9th
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (8:05 a.m. to 2:40 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in school building housing regular program

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

School With A School - Lincoln High School

Curriculum Techniques/Activities:

- Block Scheduling (Instruction or guidance is provided for groups of students together)

Counseling Activities:

- Program Planning
- Career Planning/Placement/Preparation
- Group Problem Solving
- Self Assessment/Testing
- Parent Relations/Conferences
- Decision Making Skills

Governance

- Students participate in school governance:
  - Curriculum
- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Teacher Evaluation
  - Staff Development

Community Involvement

- Opportunities for parents to participate
- School is available for use by community groups

School Name/Program: School Within A School (SWS)
Address: North High School, 506 Holcomb, Des Moines, IA 50313
Phone: (515) 288-9771 **Contact Person:** Lynn Haberman-Simpson

School District: Des Moines Independent **Sch. Dist. Size:** 31,000

Operational Information

Enrollment Number: 15 **No. Disabled:** 0
Years in Existence as of 09/01/84: 3 months
Employed Staff of Alternative School/Program: 1 Full Time Teacher
1/2 Part Time Counselor

Grade Levels Served: 9
Students Served: Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
All students attend full day (5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in school building housing regular program

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

School Within A School - North High School

Curriculum Techniques/Activities:

- Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:

- Program Planning
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Co-curricular Activities
  - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Central School
Address: 39 Bluff Street, Dubuque, IA 52001
Phone: (319) 557-9145 **Contact Person:** Dennis L. Seaton, Prin.

School District: Dubuque Community Schools **Sch. Dist. Size:** 10,356

Operational Information

Enrollment Number: 135 **No. Disabled:** 43
Years in Existence as of 09/01/84: 12 years
Employed Staff of Alternative School/Program: 13 Full Time Teachers
9 Other

Grade Levels Served: 7 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
High school completion within Alternative School or Program

Diploma:
Separate Alternative School diploma offered

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Central School

Curriculum Techniques/Activities:

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
Self Assessment/Testing
School Offerings Awareness
Parent Relations/Conferences
Decision Making Skills
School/Community Issues

Governance

Students participate in school governance:
- Curriculum
- Discipline
- Co-curricular Activities

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

Community Involvement

Opportunities for parents to participate
Opportunities for participation by community groups or civic and business associations
School is available for use by community groups

School Name/Program: Adult Education
Address: 900 Chestnut, Earlham, IA 50072
Phone: (515) 758-2214 **Contact Person:** Lynn Stewart

School District: Earlham Community Schools **Sch. Dist. Size:** 521

Operational Information

Enrollment Number: 35 **No. Disabled:** 35
Years in Existence as of 09/01/84: 10+ years
Employed Staff of Alternative School/Program: 1 Full Time Counselor
5 Part Time Teachers

Grade Levels Served: Adults and Dropouts
Students Served: Dropouts

Enrollment Procedure:
Students within and outside district served

Schedule:
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
High school completion within Alternative School or Program

Diploma:
Certificate of Attendance offered (no diploma)

Facility:
Program located in school building housing regular program

Evaluation
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)

Adult Education

Counseling Activities:

- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance

Students participate in school governance:
- Teacher Evaluation

Teachers input decisions about:
- Instruction
- Curriculum

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Career Orientation Center
Address: 3200 College Drive, Emmetsburg, IA 50536
Phone: (712) 852-3554 **Contact Person:** Melba Byrkeland

School District: Iowa Lakes Comm. College **Sch. Dist. Size:** 1,500

Operational Information

Enrollment Number: 110-120 **No. Disabled:** 110-120
Years in Existence as of 09/01/84: 12 years
Employed Staff of Alternative School/Program: 3 Full Time Teachers
1 Part Time Teacher Aide
2 House Parents

Grade Levels Served: Postsecondary
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Waiting period required before enrollment is allowed (enrollments every Monday)
Students within and outside district served
All students attend full day (5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
High school completion within Alternative School or Program
Other: Psycho-Social Program for Personal, Social and Educational Development

Diploma:
No diploma or certificate offered

Facility:
Program located in school building housing regular program

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Career Orientation Center

Curriculum Techniques/Activities:
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)
- Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- Parent Relations/Conferences
- Decision Making Skills

Governance
- Students participate in school governance:
  - Teacher Evaluation

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Staff Development

Community Involvement
- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Iowa Lakes Community College Sheltered Workshop
Address: 1120 Broadway, Emmetsburg, IA 50536
Phone: (712) 852-3562 **Contact Person:** Don Vander Vorste
Karl Schowengerdt

School District: Iowa Lakes Community College **Sch. Dist. Size:** 1,500

Operational Information

Enrollment Number: 20 **No. Disabled:** 20
Years in Existence as of 09/01/84: 10 years
Employed Staff of Alternative School/Program: 2 Full Time Teachers
2 Full Time Teacher Aides
1 Shoe Repairman

Grade Levels Served: Postsecondary
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:

Waiting period required before enrollment is allowed (flexible enrollment dates)
Students within and outside district served
All students attend full day (5 1/2 hours)

Schedule:

Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:

Development of basic work skills.

Diploma:

No diploma or certificate offered

Facility:

Program in leased retail building in downtown Emmetsburg

Evaluation

Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Sheltered Workshop - Iowa Lakes Community College

Curriculum Techniques/Activities:

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:

Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
Self Assessment/Testing
Parent Relations/Conferences
Decision Making Skills

Governance

Students participate in school governance:
    Teacher Evaluation

Teachers input decisions about:
    Instruction
    Curriculum
    Discipline
    Staff Development

Community Involvement

Opportunities for parents to participate
Opportunities for participation by community groups or civic and business associations
School is available for use by community groups

School Name/Program: Creative Learning Center
Address: 1733 Avenue I, Fort Madison, IA 52627
Phone: (319) 372-8093 **Contact Person:** Beverly Link

School District: Fort Madison Community Schools **Sch. Dist. Size:** 2,828

Operational Information

Enrollment Number: 53 **No. Disabled:** 40
Years in Existence as of 09/01/84: 11 years
Employed Staff of Alternative School/Program: 2 Full Time Teachers
1 Full Time Secretary/ Teacher Aide

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts
Regular students requesting traditional structure

Enrollment Procedure:
Students referred directly into program - 30 day waiting period on occasion
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in a two-story house

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Creative Learning Center

Curriculum Techniques/Activities:

Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Counseling Activities:

Career Planning/Placement/Preparation
Individual Problem Solving
Group Problem Solving
Parent Relations/Conferences
School/Community Issues

Governance

Students participate in school governance:
  Discipline
  Co-curricular Activities

Teachers input decisions about:
  Instruction
  Curriculum
  Discipline
  Teacher Evaluation
  Co-curricular Activities
  Staff Development

Community Involvement

Opportunities for parents to participate
Opportunities for participation by community groups or civic and business associations

School Name/Program: Iowa Western Community College ABE/GED
Address: 2712 12th - Box 88, Harlan, IA 51537
Phone: (712) 755-3568 **Contact Person:** Stacey Fahn

School District: Harlan Community Schools **Sch. Dist. Size:** 1,665

Operational Information

Enrollment Number: 22 **No. Disabled:** 11
Years in Existence as of 09/01/84: 15 years
Employed Staff of Alternative School/Program:
1 Part Time Teacher

Grade Levels Served: 7 thru 12
Students Served: Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
High school completion within Alternative School or Program

Diploma:
GED

Facility:
Program located in separate school building (No regular classes included)

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:
Career Planning/Placement/Preparation
Individual Problem Solving

Community Involvement
School is available for use by community groups

School Name/Program: Hartwick Consortium
Address: Hartwick Congregational Church Bsmt., Box 186, Hartwick, IA 52232
Phone: (319) 525-2153 **Contact Person:** Harleen Bott

School District: H-L-V Community School **Sch. Dist. Size:** 2,510

Operational Information

Enrollment Number: 52 **No. Disabled:** 13
Years in Existence as of 09/01/84: 6 years 1 month
Employed Staff of Alternative School/Program: 1 Full Time Teacher

Grade Levels Served: 10 thru 12
Students Served: Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)

Purpose of Alternative School or Program:
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered
GED - Kirkwood Comm. Adult High School Diploma

Facility:
Program in store-front, church, or building other than a typical school building church and libraries.

Evaluation
Regular procedure for notifying parents and students of progress

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)

Counseling Activities:
Career Planning/Placement/Preparation
Self Assessment/Testing

Governance
Students participate in school governance:
- Curriculum
- Discipline

Hartwick Consortium

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Staff Development

School Name/Program: Community Education Center (CEC)
Address: 509 South Dubuque Street, Iowa City, IA 52240
Phone: (319) 338-8643 **Contact Person:** Ted Halm

School District: Iowa City Community Schools **Sch. Dist. Size:** 8,091

Operational Information

Enrollment Number: 101 **No. Disabled:** 55
Years in Existence as of 09/01/84: 6 years
Employed Staff of Alternative School/Program: 5 Full Time Teachers
1 Part Time Counselors
3 Part Time Teachers
1 P.E. Teacher

Grade Levels Served: 7 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
High school completion within Alternative School or Program

Diploma:
Separate Alternative School diploma offered

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Community Education Center

Counseling Activities:

- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance

- Students participate in school governance:
    - Instruction
    - Curriculum
    - Discipline
    - Co-curricular Activities

- Teachers input decisions about:
    - Instruction
    - Curriculum
    - Discipline
    - Teacher Evaluation
    - Co-curricular Activities
    - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations

School Name/Program: Kirkwood KEY Career Program
Address: 1816 Lower Muscatine Road, Iowa City, IA 52240
Phone: (319) 338-8084 **Contact Person:** Don F. Goodnow

School District: Kirkwood Community College **Sch. Dist. Size:**

Operational Information

Enrollment Number: 244 **No. Disabled:** 80
Years in Existence as of 09/01/84: 10 years
Employed Staff of Alternative School/Program: 4 Full Time Teachers
9 Part Time Teachers

Grade Levels Served: 11 - 12
Students Served: Regular students requesting traditional structure

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Provide Vocational Education to High School Students

Diploma:
No diploma or certificate offered

Facility:
Program located in separate school building (No regular classes included)

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:
Counseling available at local high schools.

Governance
Students participate in school governance:
Teacher Evaluation

Kirkwood KEY Career Program

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Staff Development

Community Involvement
School is available for use by community groups

School Name/Program: Learning Center
Address: 2285 Middle Road, Keokuk, IA 52632
Phone: (319) 524-9181 **Contact Person:** Barb Harrison

School District: Keokuk Community Schools **Sch. Dist. Size:** 2,579

Operational Information

Enrollment Number: 50 **No. Disabled:** 27
Years in Existence as of 09/01/84: 8 years
Employed Staff of Alternative School/Program: 2 Full Time Teachers

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
- Students referred directly into program - no waiting period
- Only students within district served
- Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
- School week (Monday through Friday)
- School Year (September through May)

Purpose of Alternative School or Program:
- Dropout prevention
- High school completion within Alternative School or Program

Diploma:
- Diploma from Regular High School offered

Facility:
- Program located in separate school building (No regular classes included)

Evaluation
- Regular procedure for notifying parents and students of progress

Curriculum Techniques/Activities:
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:
- Program Planning
- Individual Problem Solving
- Group Problem Solving
- Parent Relations/Conferences
- Decision Making Skills

Governance
- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline

School Name/Program: Maquoketa Alternative Classroom
Address: 600 Washington, Maquoketa, IA 52060
Phone: (319) 652-2134 **Contact Person:** Deb Carson, Director

School District: Maquoketa Comm. **Sch. Dist. Size:** 1,755

Operational Information

Enrollment Number: 22 **No. Disabled:** 8
Years in Existence as of 09/01/84: 11 years 1 month
Employed Staff of Alternative School/Program: 2 Full Time Counselors
1 Full Time Teachers
1 Part Time Teachers

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts
Regular students requesting traditional structure

Enrollment Procedure:
- Waiting period required before enrollment is allowed
- Students referred directly into program - no waiting period
- Students within and outside district served
- Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- School week (Monday through Friday)
- School Year (September through May)

Purpose of Alternative School or Program:
- Dropout prevention
- Transition back into Regular School Program
- High school completion within Alternative School or Program

Diploma:
- Diploma from Regular High School offered

Facility:
- Program located in school building housing regular program

Evaluation
- Procedure for completing follow-up information on students (career, school, social success)
- Regular procedure for notifying parents and students of progress
- Procedures for recognizing outstanding work and other accomplishments of students
- Procedures for recognizing satisfactory work and other accomplishments of students
- Procedures for evaluation of staff
- Procedures for measuring and comparing academic progress within the district

Maquoketa Alternative Classroom

Curriculum Techniques/Activities:

Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Interdisciplinary Instruction (Two or more subjects are combined into one class for students to appreciate relationships and intercommunications among subject areas)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
Group Problem Solving
Self Assessment/Testing
School Offerings Awareness
Parent Relations/Conferences
Decision Making Skills
School/Community Issues
Other: Home Visits

Governance

Students participate in school governance:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

Community Involvement

Opportunities for parents to participate
School is available for use by community groups

School Name/Program: Marion Learning Center
Address: 600 Tenth Avenue, Marion, IA 52302
Phone: (319) 377-2216 **Contact Person:** Nancy Humbles
Jacquie Oster

School District: Linn Mar & Marion Ind. Schools **Sch. Dist. Size:** LM - 3,005
MHS - 1,816

Operational Information

Enrollment Number: 62 high school - 68 adults **No. Disabled:** 50
Years in Existence as of 09/01/84: 6 years 8 months
Employed Staff of Alternative School/Program: 1 Full Time Teacher
1 Part Time Teacher

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Waiting period required before enrollment is allowed - Linn Mar School
Students referred directly into program - no waiting period - MHS
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (9:00 a.m. to 5:00 p.m.)
Evening classes (6:00 p.m. to 9:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Separate Alternative School diploma offered
Diploma from Regular High School offered
Other: GED Certificate

Facility:
Program in store-front, church, or building other than a typical school building - Marion Community Center

Evaluation
Procedures for recognizing satisfactory work and other accomplishments of students

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Marion Learning Center

Counseling Activities:
- Program Planning

Governance
- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline

Community Involvement
- Building is available for use by community groups

School Name/Program: Mason City Alternative School
Address: 19 N. Illinois, Mason City, IA 50401
Phone: (515) 424-8003 **Contact Person:** David A. Ciccetti

School District: Mason City Community Schools **Sch. Dist. Size:** 4,863

Operational Information

Enrollment Number: 45 **No. Disabled:** 9
Years in Existence as of 09/01/84: 10 years
Employed Staff of Alternative School/Program:
4.5 Full Time Teachers
.5 Administrator

Grade Levels Served: 9 thru 12
Students Served: Dropouts

Enrollment Procedure:
Waiting period required before enrollment is allowed
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program
Other: Job Training Skills

Diploma:
Separate Alternative School diploma offered
Diploma from Regular High School offered

Facility:
Program located in separate school building (No regular classes included)
Program in store-front, church, or building other than a typical school building mobile classrooms

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Mason City Alternative School

Curriculum Techniques/Activities:

Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

Career Planning/Placement/Preparation
Individual Problem Solving
Group Problem Solving
School Offerings Awareness
Parent Relations/Conferences
Decision Making Skills

Governance

Students participate in school governance:
- Instruction
- Curriculum
- Discipline
- Co-curricular Activities

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

Community Involvement

Opportunities for participation by community groups or civic and business associations
School is available for use by community groups

School Name/Program: Mt. Pleasant Community Senior High Summer Alternative School
Address: 801 East Henry Street, Mt. Pleasant, IA 52641
Phone: (319) 385-8067 **Contact Person:** Roger D. Williams

School District: Mt. Pleasant Community School **Sch. Dist. Size:** 2,076

Operational Information

Enrollment Number: 15 to 25 **No. Disabled:** varies
Years in Existence as of 09/01/84: 9 years
Employed Staff of Alternative School/Program: 4 Part Time Teachers
1 Part Time Aide

Grade Levels Served: 10 thru 12
Students Served: Dropouts

Enrollment Procedure:
- Students referred directly into program - no waiting period
- Students within and outside district served
- Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
- Evening classes (5:00 p.m. to 10:00 p.m.)
- Summer (June through August)

Purpose of Alternative School or Program:
- Transition back into Regular School Program
- High school completion within Alternative School or Program

Diploma:
- Diploma from Regular High School offered

Facility:
- Program located in school building housing regular program

Evaluation
- Procedure for completing follow-up information on students (career, school, social success)
- Regular procedure for notifying parents and students of progress
- Procedures for recognizing outstanding work and other accomplishments of students
- Procedures for recognizing satisfactory work and other accomplishments of students
- Procedures for evaluation of staff
- Procedures for measuring and comparing academic progress within the district

Curriculum Techniques/Activities:
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Individual Scheduling (Students are instructed or counseled one-on-one)

Mt. Pleasant Community

Counseling Activities:

- Program Planning
- Career Planning/Placement/Preparation
- School Offerings Awareness
- Parent Relations/Conferences

Governance

- Students participate in school governance:
  - Instruction
  - Curriculum
  - Co-curricular Activities

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Teacher Evaluation
  - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Continuing Education Program
Address: 152 Colorado Street, Muscatine, IA 52761
Phone: (319) 263-8250 ext. 111 **Contact Person:** Dr. Vic McAvoy

School District: Muscatine Community Schools **Sch. Dist. Size:** 5,511

Operational Information

Enrollment Number: 65 **No. Disabled:** 55
Years in Existence as of 09/01/84: 5 years 8 months
Employed Staff of Alternative School/Program: 1 Full Time Counselor
2 Full Time Teachers
2 Part Time Teachers

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts
Regular students requesting traditional structure

Enrollment Procedure:
Waiting period required before enrollment is allowed
Students referred directly into program - no waiting period
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program in store-front, church, or building other than a typical school building

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Continuing Education Program

Counseling Activities:

- Program Planning
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- Parent Relations/Conferences

Governance

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Co-curricular Activities
  - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Oelwein Alternative School
Address: 626 South Frederick, Oelwein, IA 50662
Phone: (319) 283-2731 **Contact Person:** Carol Robinson

School District: Oelwein Community Schools **Sch. Dist. Size:** 1,800

Operational Information

Enrollment Number: 50 **No. Disabled:** 13
Years in Existence as of 09/01/84: 6 years
Employed Staff of Alternative School/Program: 1 Part Time Counselor
1 Part Time Teacher
1 Part Time Principal

Grade Levels Served: 11 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours - occasionally may be up to 7)

Schedule:
Half Day classes (2:00 p.m. to 10:00 p.m. - M, T, Th)
Evening classes (5:00 p.m. to 10:00 p.m.)
School Year (September through May)
Summer (June - 24 days - M-F)
Adjusted to Student Schedules

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered
We help out the regular high school. They make up the credits and graduate.

Facility:
Program in store-front, church, or building other than a typical school building
Identify type of building: Sacred Heart Catholic Church Social Hall (basement)

Evaluation
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Oelwein Alternative School

Curriculum Techniques/Activities:

- Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Individual Scheduling (Students are instructed or counseled one-on-one)
- Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Counseling Activities:

- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- School Offerings Awareness
- Parent Relations/Conferences

Governance

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline

School Name/Program: Clarke Alternative Program
Address: 101 1/2 E. Washington, Osceola, IA 50213
Phone: (515) 342-4968 **Contact Person:** Frederick J. Redman

School District: Clarke Community Schools **Sch. Dist. Size:** 1,349

Operational Information

Enrollment Number: 34 **No. Disabled:** 26
Years in Existence as of 09/01/84: 2 years 2 months
Employed Staff of Alternative School/Program: 1 Full Time Teacher
1 Part Time Counselor

Grade Levels Served: 9 thru 12
Students Served: Dropouts

Enrollment Procedure:
- Waiting period required before enrollment is allowed
- Students within and outside district served
- Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- Evening classes (5:00 p.m. to 10:00 p.m.)
- School week (Monday through Friday)
- Weekends (Saturday and Sunday)
- School Year (September through May)
- Summer (June through August)

Purpose of Alternative School or Program:
- Transition back into Regular School Program
- High school completion within Alternative School or Program

Diploma:
- Diploma from Regular High School offered

Facility:
- Program in store-front, church, or building other than a typical school building

Evaluation
- Procedure for completing follow-up information on students (career, school, social success)
- Regular procedure for notifying parents and students of progress
- Procedures for recognizing outstanding work and other accomplishments of students
- Procedures for recognizing satisfactory work and other accomplishments of students
- Procedures for evaluation of staff
- Procedures for measuring and comparing academic progress within the district

Clarke Alternative Program

Curriculum Techniques/Activities:

- Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
- Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
- Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:

- Individual Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance

- Students participate in school governance:
  - Instruction
  - Curriculum
  - Discipline
  - Teacher Evaluation
  - Co-curricular Activities

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Teacher Evaluation
  - Co-curricular Activities
  - Staff Development

Community Involvement

- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations
- School is available for use by community groups

School Name/Program: Ottumwa Alternative High School
Address: 226 S. Benton/Gateway Drive, Ottumwa, IA 52501
Phone: (515) 683-1342 **Contact Person:** Earl D. Johnson

School District: Ottumwa Community Schools **Sch. Dist. Size:** 5,507

Operational Information

Enrollment Number: 78 No. Disabled: 55
Years in Existence as of 09/01/84: 11 years
Employed Staff of Alternative School/Program: 4 Full Time Teachers

Grade Levels Served: 7 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in separate school building (No regular classes included)
Program in store-front, church, or building other than a typical school building

Evaluation
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Individual Scheduling (Students are instructed or counseled one-on-one)

Ottumwa Alternative High School

Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Interdisciplinary Instruction (Two or more subjects are combined into one class for students to appreciate relationships and intercommunications among subject areas)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills
- School/Community Issues

Governance
Students participate in school governance:
- Instruction
- Curriculum
- Discipline
- Co-curricular Activities

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

Community Involvement
- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations

School Name/Program: Alternative School
Address: 8325 N.E. University, Runnells, IA 50237
Phone: (515) 967-6641 **Contact Person:** Mike Brown

School District: Southeast Polk Community School **Sch. Dist. Size:** 3,285

Operational Information

Enrollment Number: limit of 10 **No. Disabled:** 0
Years in Existence as of 09/01/84: 10 years
Employed Staff of Alternative School/Program:
Part Time Teachers

Grade Levels Served: 9 thru 12
Students Served: Dropouts

Enrollment Procedure:
Only students within district served

Schedule:
School Year (September through May)

Purpose of Alternative School or Program:
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in school building housing regular program

Evaluation
Regular procedure for notifying parents and students of progress

Curriculum Techniques/Activities:
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Counseling Activities:
Program Planning

Governance
Students participate in school governance:
Co-curricular Activities

Alternative School

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

Community Involvement

School is available for use by community groups

School Name/Program: ABE/GED Program
Address: 206 E. 8th Street, St. Ansgar, IA 50471
Phone: (515) 736-4720 **Contact Person:** Larry Pleggenkuhle

School District: St. Ansgar Community Schools **Sch. Dist. Size:** 691

Operational Information

Enrollment Number: 6 **No. Disabled:** 4
Years in Existence as of 09/01/84: 15 years
Employed Staff of Alternative School/Program:
Part Time Teachers
1-3 Part Time Volunteers

Grade Levels Served: 9 thru 12
Students Served: Dropouts
Regular students requesting traditional structure

Enrollment Procedure:
Students within and outside district served

Schedule:
Evening classes (5:00 p.m. to 10:00 p.m.)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
High school completion within Alternative School or Program
Provide ESL training

Diploma:
Separate Alternative School diploma offered
Diploma from Regular High School offered

Facility:
Program located in school building housing regular program

Evaluation
Procedures for evaluation of staff

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)

Counseling Activities:
Career Planning/Placement/Preparation
Self Assessment/Testing
School Offerings Awareness

ABE/GED Program

Governance
    Teachers input decisions about:
        Instruction
        Curriculum
        Discipline

Community Involvement
    School is available for use by community groups

School Name/Program: Individualized Learning Center
Address: 915 W. 8th Street, Sioux City, IA 51103
Phone: (712) 279-6947 **Contact Person:** George Jacobs

School District: Sioux City Community Schools **Sch. Dist. Size:** 13,359

Operational Information

Enrollment Number: 201 **No. Disabled:** 180
Years in Existence as of 09/01/84: 13 years
Employed Staff of Alternative School/Program: 1 Full Time Counselor
8 Full Time Teachers
3 Part Time Teachers
1 Community Agent

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program
G.E.D.

Diploma:
Diploma from Regular High School offered
Other: Western Iowa Tech Community College Adult Education High Diploma

Facility:
Program located in separate school building (No regular classes included)

Curriculum Techniques/Activities:
Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Individualized Learning Center

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Parent Relations/Conferences

Governance
- Teachers input decisions about:
    - Instruction
    - Curriculum
    - Discipline
    - Teacher Evaluation

School Name/Program: Tama Community Learning Center
Address: 806 State Street, Tama, IA 52339
Phone: (515) 484-5152 **Contact Person:** Richard Janson

School District: South Tama County Community Schools **Sch. Dist. Size:** 1,783

Operational Information

Enrollment Number: 52 **No. Disabled:** 3
Years in Existence as of 09/01/84: 10 years
Employed Staff of Alternative School/Program: 1 Full Time Teacher

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:

Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:

Day classes (7:00 a.m. to 5:00 p.m.)
Evening classes (5:00 p.m. to 10:00 p.m.)
School week (Monday through Friday)
School Year (September through May)

Purpose of Alternative School or Program:

Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program
Other: 1) Preparation for these tests: Armed Forces (ASVAB), ACT and SAT
2) Independent Study Projects with students in the Talented & Gifted Program (TAG)

Diploma:

Diploma from Regular High School offered
Other: 1) GED Diploma
2) IVCCD Diploma

Facility:

Program located in school building housing regular program (Tama Primary which serves grades K-2)

Evaluation

Procedure for completing follow-up information on students (career, school, social success)
Regular procedure for notifying parents and students of progress
Procedures for recognizing outstanding work and other accomplishments of students
Procedures for recognizing satisfactory work and other accomplishments of students
Procedures for evaluation of staff
Procedures for measuring and comparing academic progress within the district

Tama Community Learning Center

Curriculum Techniques/Activities:

Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)

Individual Scheduling (Students are instructed or counseled one-on-one)

Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Interdisciplinary Instruction (Two or more subjects are combined into one class for students to appreciate relationships and intercommunications among subject areas)

Counseling Activities:

Program Planning
Career Planning/Placement/Preparation
Individual Problem Solving
Self Assessment/Testing
School Offerings Awareness
Decision Making Skills

Governance

Students participate in school governance:
- Instruction
- Curriculum
- Discipline
- Teacher Evaluation

Teachers input decisions about:
- Instruction
- Curriculum
- Discipline
- Staff Development

Community Involvement

Opportunities for parents to participate

Opportunities for participation by community groups or civic and business associations

School Name/Program: Expo High School
Address: 927 Franklin, Waterloo, IA 50703
Phone: (319) 232-6733 **Contact Person:** Keith Bock

School District: Waterloo Community Schools **Sch. Dist. Size:** 12,910

Operational Information

Enrollment Number: 150 **No. Disabled:** 100
Years in Existence as of 09/01/84: 10 years 6 months
Employed Staff of Alternative School/Program:
- 1 Full Time Counselor
- 9 Full Time Teachers
- 1 Part Time Teacher
- 3 Aides
- 1 Secretary
- 1 Administrator

Grade Levels Served: 9 thru 12
Students Served: Dropouts

Enrollment Procedure:
- Waiting period required before enrollment is allowed
- Only students within district served
- Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- School week (Monday through Friday)
- School Year (September through May)

Purpose of Alternative School or Program:
- High school completion within Alternative School or Program

Diploma:
- Separate Alternative School diploma offered

Facility:
- Program located in separate school building (No regular classes included)

Evaluation
- Regular procedure for notifying parents and students of progress
- Procedures for recognizing outstanding work and other accomplishments of students
- Procedures for recognizing satisfactory work and other accomplishments of students
- Procedures for evaluation of staff
- Procedures for measuring and comparing academic progress within the district

Curriculum Techniques/Activities:
- Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)

Expo High School

Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Block Scheduling (Instruction or guidance is provided for groups of students together)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)
Community Studies (Students participate in community to supplement academic learning or for career orientation, exploration, or preparation)

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- School Offerings Awareness
- Decision Making Skills
- School/Community Issues

Governance
- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Co-curricular Activities
  - Staff Development

Community Involvement
- School is available for use by community groups

School Name/Program: Independent Learning Center
Address: c/o Hawkeye Institute of Technology, P.O. Box 8015, Waterloo, IA 50704
Phone: (319) 234-5745 **Contact Person:** Rachel Goodwin

School District: Waterloo Community School **Sch. Dist. Size:** 12,910

Operational Information

Enrollment Number: 324 **No. Disabled:** 108
Years in Existence as of 09/01/84: 16 years
Employed Staff of Alternative School/Program:
1 Full Time Teacher
1 Part Time Counselor
6 Part Time Teachers
1 Aide
1 Secretary

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (8:30 a.m. to 9:00 p.m.) (Mon. - Thur.)
Evening classes (8:30 a.m. to 4:30 p.m.) (Fri.)
School week (Monday through Friday) (Independent Study)

Purpose of Alternative School or Program:
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Adult High School Diploma or credits transferred to regular high school.

Facility:
Program in store-front, church, or building other than a typical school building - Hawkeye Success Center.

Evaluation
Procedure for completing follow-up information on students (career, school, social success)
Procedures for recognizing satisfactory work and other accomplishments of students

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)

Counseling Activities:
Career Planning/Placement/Preparation
Individual Problem Solving

Independent Learning Center

Governance

Teachers input decisions about:
- Instruction
- Curriculum
- Staff Development

Community Involvement

School is available for use by community groups

School Name/Program: Expo II
Address: c/o 106 16th Street, S.W., P.O. Box 848, Waverly, IA 50677
Phone: (319) 352-2630 **Contact Person:** Jean Klunder

School District: Waverly-Shell Rock Community Schools **Sch. Dist. Size:** 2,170

Operational Information

Enrollment Number: 10 max. **No. Disabled:** 0
Years in Existence as of 09/01/84: 9 years 1 month
Employed Staff of Alternative School/Program: 1 Part Time Teacher

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
Students referred directly into program - no waiting period
Only students within district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (7:00 a.m. to 5:00 p.m.)
School week (Monday through Friday)
School Year (September through May)
Summer (June through August)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program in store-front, church, or building other than a typical school building - recreation building on Bremwood Campus

Evaluation
Regular procedure for notifying parents and students of progress

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)

Counseling Activities:
Program Planning
Career Planning/Placement/Preparation

Governance
Teachers input decisions about:
- Instruction
- Curriculum
- Discipline

School Name/Program: Alternative School
Address: 1000 Des Moines, Webster City, IA 50595
Phone: (515) 832-5232 **Contact Person:** Marilou Van Doren

School District: Webster City Community Schools **Sch. Dist. Size:** 1,950

Operational Information

Enrollment Number: 15 **No. Disabled:** 0
Years in Existence as of 09/01/84: 12 years
Employed Staff of Alternative School/Program: 1 Part Time Teacher - 16 hours per week

Grade Levels Served: 9 thru 12
Students Served: Dropouts - Potential Dropouts
Regular students requesting traditional structure

Enrollment Procedure:
Students referred directly into program - no waiting period
Students within and outside district served
Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
Day classes (2:30 p.m. to 5:30 p.m. W-Th - 7:00 p.m. to 9:30 p.m. M-T)
Evening classes (5:00 p.m. to 10:00 p.m.)

Purpose of Alternative School or Program:
Dropout prevention
Transition back into Regular School Program
High school completion within Alternative School or Program

Diploma:
Diploma from Regular High School offered

Facility:
Program located in separate school building (No regular classes included)

Curriculum Techniques/Activities:
Individually Guided Education (Instruction based on learner's level and guided by learner's performance - Individual approach)
Individual Scheduling (Students are instructed or counseled one-on-one)
Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

Counseling Activities:
Program Planning - by teacher

Governance
Students participate in school governance:
- Instruction
- Curriculum
- Teacher Evaluation
- Co-curricular Activities

Alternative School

Teachers input decisions about:

- Instruction
- Curriculum
- Discipline
- Teacher Evaluation
- Co-curricular Activities
- Staff Development

School Name/Program: West Campus
Address: Box 126, Wellman, IA 52356
Phone: (319) 646-2093 **Contact Person:** Harold R. Frakes

School District: Mid-Prairie Community Schools **Sch. Dist. Size:** 1,130

Operational Information

Enrollment Number: 21
Years in Existence as of 09/01/84: 4 years 2 months
Employed Staff of Alternative School/Program:
- 1 Full Time Teachers
- 1 Aide

Grade Levels Served: 9 through 12
Students Served: Dropouts - Potential Dropouts

Enrollment Procedure:
- Waiting period required before enrollment is allowed
- Students referred directly into program - no waiting period
- Only students within district served
- Students attend on differentiated schedules (1/2 to 5 1/2 hours)

Schedule:
- Day classes (7:00 a.m. to 5:00 p.m.)
- School Year (September through May)
- Summer (June through August)

Purpose of Alternative School or Program:
- Dropout prevention
- High school completion within Alternative School or Program
- G.E.D.

Diploma:
- Diploma from Regular High School offered
- G.E.D.

Facility:
- Program in store-front, church, or building other than a typical school building - store front

Evaluation
- Procedure for completing follow-up information on students (career, school, social success)
- Regular procedure for notifying parents and students of progress
- Procedures for evaluation of staff

Curriculum Techniques/Activities:
- Competency Based Learning (School or program requires mastery of pre-determined objectives via testing or exit interview before students are allowed to complete or graduate)
- Block Scheduling (Instruction or guidance is provided for groups of students together)
- Individual Scheduling (Students are instructed or counseled one-on-one)
- Independent Study/Contracting (Student earns credit for studying on his or her own initiative - contracts are established between teacher and learner which outline content, timelines, and evaluation method)

West Campus

Counseling Activities:
- Program Planning
- Career Planning/Placement/Preparation
- Individual Problem Solving
- Group Problem Solving
- Self Assessment/Testing
- School Offerings Awareness
- Parent Relations/Conferences
- Decision Making Skills

Governance
- Students participate in school governance:
  - Instruction
  - Curriculum
  - Discipline

- Teachers input decisions about:
  - Instruction
  - Curriculum
  - Discipline
  - Staff Development

Community Involvement
- Opportunities for parents to participate
- Opportunities for participation by community groups or civic and business associations